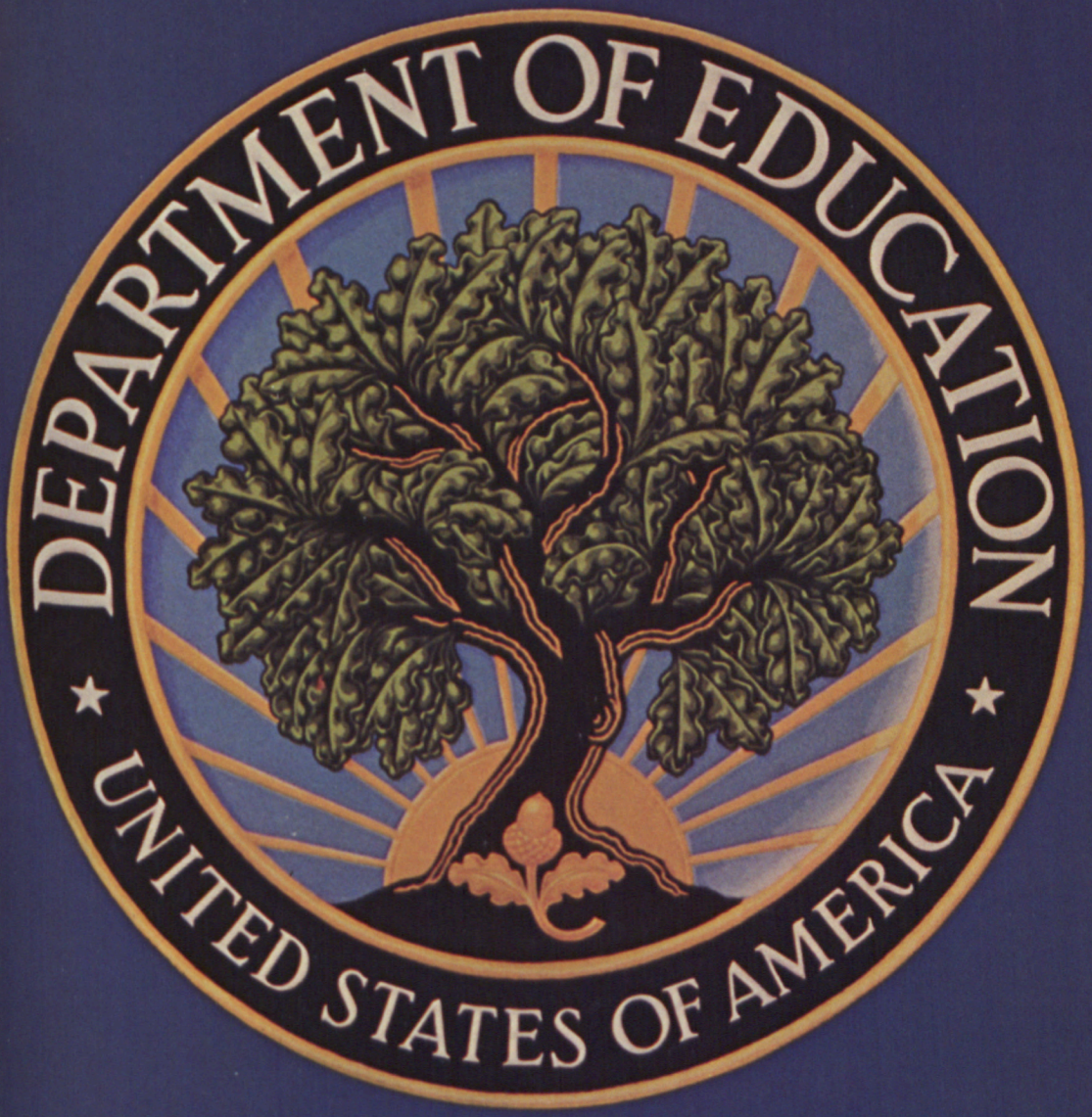
TODAY'S EDUCATION

a Journal of the NATIONAL EDUCATION ASSOCIATION

September-October 1980

ELEMENTARY EDITION



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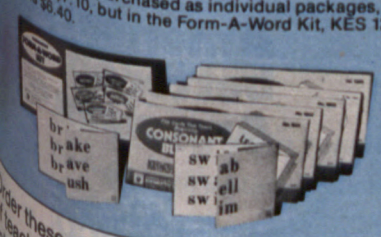

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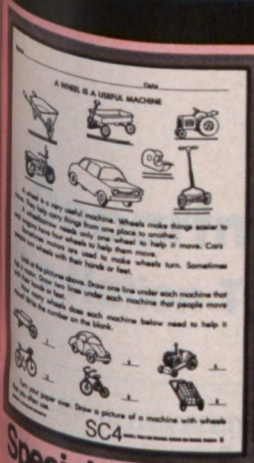

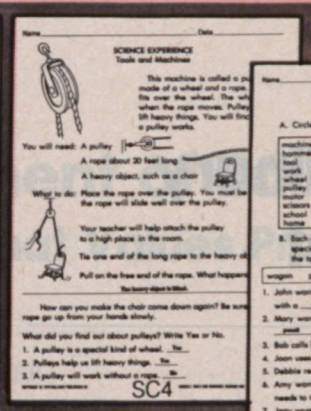

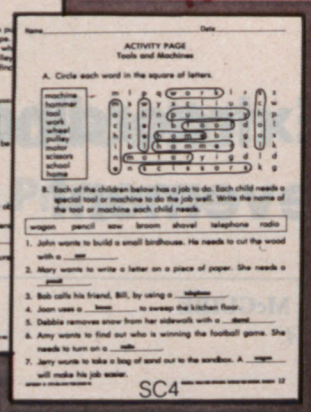

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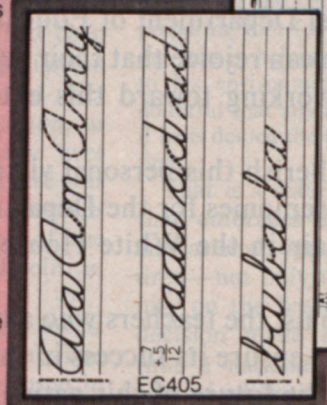

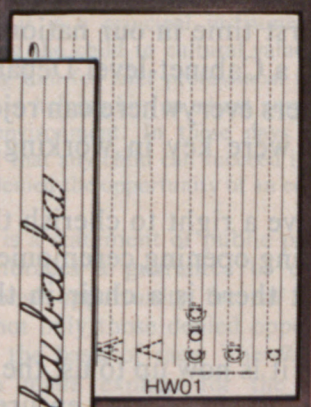

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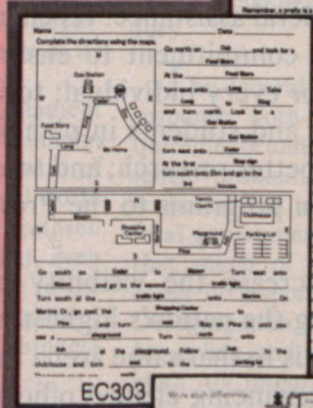

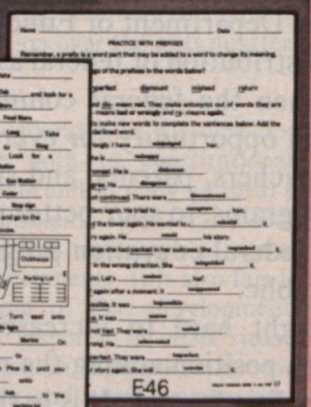

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Editorial

Our Extraordinary Achievement

By WILLARD McGUIRE
President, NEA.

For the first time in our nation's history, the schools will open this fall with a Cabinet-level Department of Education in Washington, DC. Teachers everywhere can rejoice that their determined and untiring efforts were key in working toward this extraordinary achievement.

"You have a right to cherish this personal victory," said President Carter during opening ceremonies for the Department. "It is because of you that there is a chair in the White House marked for education."

I believe it is now up to us, the teachers who advocated the creation of the new Department, to ensure its success in carrying out a mission of critical importance to the future of this nation.

The new Department of Education will be responsible for far more than the distribution of federal assistance. Its charge from Congress is to strengthen the federal commitment to ensuring access to equal educational opportunity for every individual; to increase the involvement of teachers, parents, and students in planning and carrying out federal programs; to spur better research; and to increase the accountability of federal education programs to the President, the Congress, and the public.

We fought hard to increase the visibility of education and to enhance its position among the nation's highest priorities, and we did so in the political arena. It is in that same arena that we must fight and win the battles ahead—convincing elected officials that federal assistance must be increased but in a greatly simplified and more coordinated way than in the past.

Our victory in securing the Department of Education is not diminished by the difficult economic climate that prevails today. We have won a great opportunity to secure and effect changes of monumental importance for generations to come. The unique knowledge and influence of teachers working through the political system can, and I believe will, accelerate progress toward our highest goals for public education. □

A Department of Education for a Nation That Values Progress

By SHIRLEY M. HUFSTEDLER
Secretary of Education, U.S. Department of Education.

Twenty-six years ago this past June, Chief Justice Earl Warren presided over a Supreme Court that had been divided in 82 percent of its opinions in the year before his appointment. Yet *Brown* v. *Board of Education*, as momentous a decision as any ever handed down by that body, there was not a single dissent among nine justices who represented every region of the country and as many shades of political division.

We think of *Brown* as a great moral landmark, and certainly it is that. The Court banned racial discrimination in public schools and reinforced the guarantee of equal protection for all persons seeking access to services or facilities supplied by the state to any of its citizens.

But *Brown* is more than a testament to our national commitment to human rights. It also stands as a measure of the place of education in the real world in which Earl Warren and his brethren found themselves—a world that, even 1954, bore little resemblance to the nostalgic, not to say mythical, country to which some short-sighted thinkers would have us return.

In that historic opinion of 1954, Chief Justice Warren wrote these words that move us to this day:

> Education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities. . . . It is the very foundation of good citizenship. . . .

Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days it is doubtful that any child can succeed in life if he is denied the opportunity of an education.

That is a statement of public policy that embraces a guarantee of equal educational opportunity for *all* children—not only those denied opportunity on the basis of race. The *Brown* decision made explicit for the first time a national responsibility in the area of education. In doing so, it presaged the development of a federal role in education over the next quarter century.

The federal role has developed in response both to constitutional requirements and to truly national problems—problems that transcend the scope or the resources of state and local governments. It is also fair to say that much of that development has come in response to crisis situations. Desegregation, Sputnik, and concerns for urban and rural poverty all gave birth to important educational programs over the last three decades.

It is true that there was hardly a stampede of support by the offices and agencies charged with carrying out the responsibilities of those programs. Gradually, however, legislators and executives, acting as guarantors of equal opportunity, created a whole array of educational support programs—from elementary school through postgraduate study.

Because of the diversity of these programs, the burden of carrying them out was spread throughout the federal government. Some responsibilities fell to existing agencies; others were assigned to ad hoc bodies. The division of authority within the federal structure, while obviously altered, was not clearly defined. The result was that a good many well-meaning undertakings fell between the federal cracks. Waste and duplication grew; coordination and public input were difficult. It became increasingly apparent that there should be an agency with overall responsibility for federal education programs—an agency charged with sustaining, and with escalating, the quality of the federal effort.

It was against this background that President Carter moved to establish the new Department of Education at Cabinet level. His decision reflected his own deep personal commitment to public education and his recognition that we must find a means of improving and coordinating federal efforts to provide effective support for the nation's educational structure.

I was surprised when the President asked me to take charge of this new enterprise. But I accepted readily, because I believe every word Earl Warren wrote about the ultimate dependence of our democratic system upon our public schools. And I accepted, too, because I also believe that a crisis of public confidence besets our public schools today. I took on the task of marshaling federal resources to assist educational efforts at the state and local level with the firm conviction that

it was a job that could and should be done. I have not changed my mind despite those who told me that it couldn't and shouldn't.

Many of those who opposed the creation of the new Department of Education say that the best answer to our educational problems is to put things back as they used to be. There is a certain wistful appeal to that notion which I can readily understand. Many members of my generation cling to an idealized memory of the Little Red Schoolhouses of our childhoods. Never mind that our nostalgia distorts the past, gently concealing the less pleasant realities. If we long for the schools of the 1950's, it is because we did not pass that era with Mrs. Brown and other Black parents on the wrong side—the left-out side—of the tracks in Topeka, Kansas.

I find indulging in this kind of nostalgia remarkable in an age when people have actually walked on the moon. It would make about as much sense to abandon the federal responsibility for education in today's world as it would to dismantle the Pentagon and rely for our common defense on the flintlocks that the Constitution guarantees us the right to bear.

The first rocket that propelled men into space was a symbol of the technological revolution that has transformed all our institutions in the span of a single generation. And it was this, rather than the intent of the men and women who pass and interpret our laws, that first created the symbiotic relationship between our educational institutions and the federal government. The interchange with the universities that ushered in the Space Age also spilled over to the public schools when it was realized that mathematical skills are no longer a luxury of the upper classes but the basis of the nation's survival.

At the same time, our culture was being literally reshaped by impersonal forces—the demographic shift from a predominantly rural to a predominantly urban people, the radical advances in production and distribution that have brought us into what is being called a postindustrial era, the social revolution sometimes called the women's movement.

None of our institutions, including the family, has escaped the impact of these revolutions. Changes in the family have directly affected the schools, which remain an institutional adjunct sharing parental responsibility for acculturating the young. When the public schools first came into their own in the early decades of this century, the standard American family was made up of father as breadwinner, mother as housewife, and some children. Today that standard applies to only 13 percent of American families.

Neither wishful thinking nor political rhetoric will alter such basic changes in our society. I wish that we could solve all our educational problems by turning back our clocks or by getting back to the basics or by obliterating the Department of Education. But, as was said long ago, while there is a simple answer to every complex question, it is, unfortunately, always wrong. We will do better to devote our energies to the more difficult, but more productive, task of equipping our children to cope with the world they live in today, as well as the one they will live in tomorrow—not the one we recall so fondly, and so inaccurately, from yesterday.

The encouraging thing is that, as I have gone out among the schools since taking on this new assignment, I have found that people are doing exactly that. All those involved day-to-day with the educational process—and I include parents along with administrators, teachers, and students—are working hard to build the best possible schools in a changing society.

Those who take the time to
schools may find some horror sto
but if they get close enough they
also find dedicated, hard-working
cators who are trying, with consi
able success, to adapt their skills
techniques to the realities of an
that, by its nature, invalidates the
plistic demands that beset sc
boards and administrators—and p
lyzes politicians.

In celebration of precisely that
of continuing growth and vitality
every level of American education,
new Department of Education
barked on a week-long Salute
Learning last May. The idea for
celebration emerged from the
wide desire to be a part of a tr
education, and there were festivi
over the country.'

As part of the celebration,
praised the new Department of Educ
tion, but we reserved our bigg
praise and our most joyous celebra
for the incredible achievements
American education over the past
centuries—and for the dedicated
viduals who worked to make them
sible. At the same time, we saluted
people and the schools who are co
ing on that tradition today and th
who will extend it into the future.

We Americans have always b
proud of our past, but we have n
wanted to live there. In education,
all things, we have been a nation
values progress, that strains for
glimpse of the future. Long ago,
Greek philosopher, Heraclitus, s
"You cannot step twice into the s
river, for other waters are continu
flowing on." The people of this co
try understand those words perfec
Those who aspire to lead us would
well to ponder their meaning. □

Mrs. Hufstedler spoke at greater length
this subject at the National Press Club
Washington, DC, on May 1, 1980.

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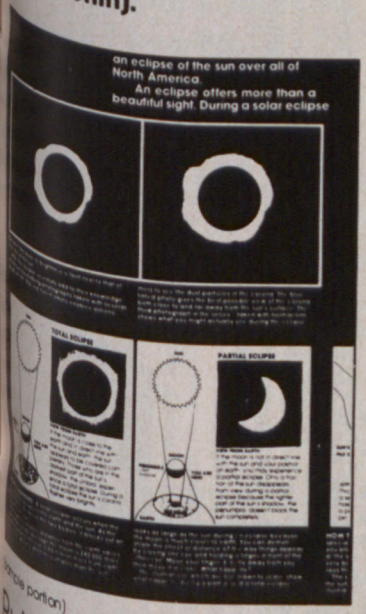

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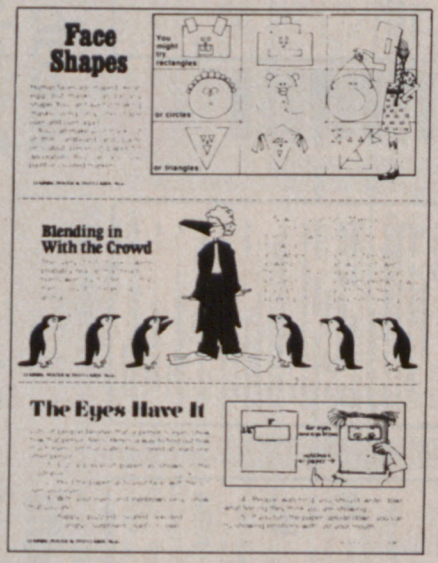

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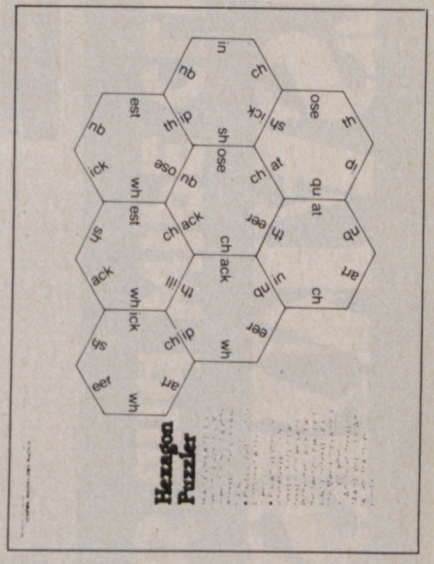

8 x 11

Pull-out the two-sided, large colorful TEACHING POSTERS in the center section of the magazine. These attention grabbing teaching units are yours every month to brighten your room and to excite and challenge your students.

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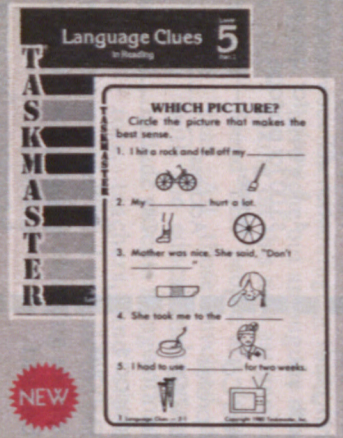
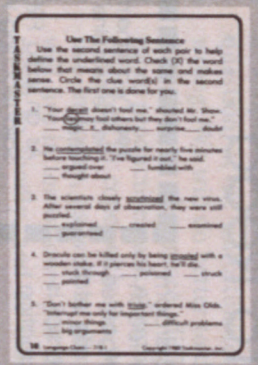

Language Clues
5
TASKMASTER
WHICH PICTURE?
Circle the picture that makes the best sense.
1. I hit a rock and fell off my _____
2. My _____ hurt a lot.
3. Mother was nice. She said, "Don't _____"
4. She took me to the _____
5. I had to use _____ for two weeks.
NEW

8231

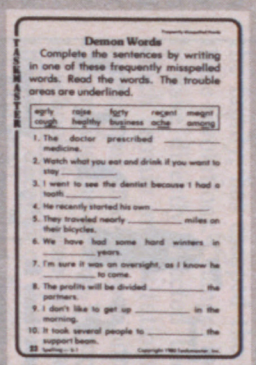

Use The Following Sentence
Use the second sentence of each pair to help define the underlined word. Check (X) the word below that means about the same and makes sense. Circle the clue word(s) in the second sentence. The first one is done for you.

8245

Language Clues in Reading 2-8

A great addition to the Taskmaster line, this series is destined to be a classic in the field of context clues. To unlock the meaning of unknown words in context requires a wide variety of language skills. No stone is left unturned on this road to reading power by veteran author Dr. Leo Schell of Kansas State University, Manhatten. This series examines the complete range of syntactic and semantic cues. Through carefully sequenced activities, students learn to search for clues before and after the unknown word, as well as, in preceeding and following sentences. Students learn to examine their own oral vocabulary, cause and effect relationships and specific language clues, including definitions, examples, modifiers, and restatements. A variety of modified cloze procedures are utilized to improve reading, develop reasoning abilities, and expand vocabulary. Activities are

8211


Demon Words
Complete the sentences by writing in one of these frequently misspelled words. Read the words. The trouble areas are underlined.

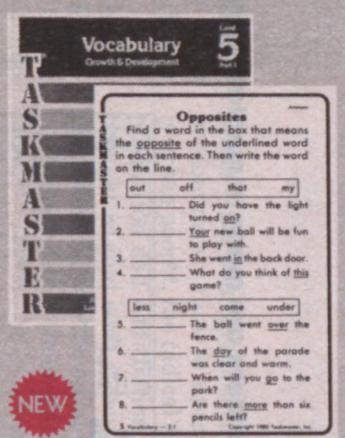
8225

Spelling Skills for Everyday Use 1-6

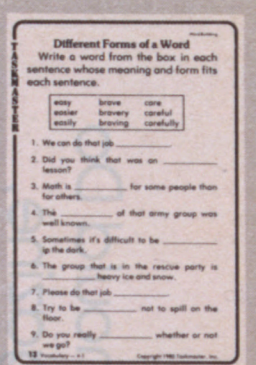
A great supplement to any language arts or spelling program, this series offers a practical approach to spelling for everyday use. Matching, circling, and sentence completion activities are used to examine the many phonemic elements of our language. Phonetic generalizations are used to expand students' understanding of the rules of spelling.

Primary units progress from picture words, introducing short vowel sounds, and beginning and ending consonants at the first level, to two and three letter consonant digraphs, clusters, and combinations, long vowel sounds, plurals, suffixes and alphabetizing at the third level.

Intermediate units review these skills and add to them more vowel consonant patterns, additional long and short vowel sounds, [illegible]


Vocabulary
Growth & Development
5
TASKMASTER
Opposites
Find a word in the box that means the opposite of the underlined word in each sentence. Then write the word on the line.
out off that my
less night come under
NEW

8271


Different Forms of a Word
Write a word from the box in each sentence whose meaning and form fits each sentence.
easy brave care
easier bravery careful
easily braving carefully

8275

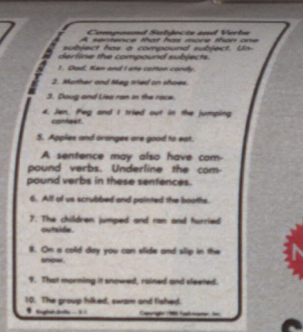
Vocabulary Growth & Development 2-8

Build effective written and verbal communication skills without word lists and definitions. This developmental approach to communication skills utilizes words in context and numerous attack skills to broaden word recognition and correct use. Author, Dr. Don Barnes, professor of education at Indiana's Ball State University, brings a uniquely effective style to these independent activities. Dr. Barnes, and co-author Dr. Arlene Burgdorf, have utilized word building and word association techniques to expand practical vocabularies. Word relationships are studied including synonyms, antonyms, homonyms and homographs. Instructional strategies include context clues, matching words and meanings, rearranging letters and word building with common elements. These fun and challenging activities will bring a new appreciation to the study of our language.

ADJECTIVES
An adjective is a word that describes or tells something about a noun. Underline the adjectives in the sentences below. The first one is done for you.
1. A yellow chick is in the yard.
2. The new dishes are on the table.
3. The pink hat belongs to Mary.
4. Where is my old jacket?
Find two adjectives in each of these sentences.
5. The little boy has a big sister.
6. Sam likes mini cars and red bikes.
7. The Browns have a black dog and a tan cat.
8. Here are two balls and five jacks.
9. Here are some brown and blue dishes.
10. The sky is blue with white clouds.

NEW

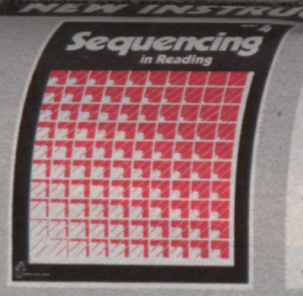
8253


Compound Subjects and Verbs
A sentence that has more than one subject has a compound subject. Underline the compound subjects.
1. Dad, Ken and I ate cotton candy.
2. Mother and Meg tried on shoes.
3. Doug and Lisa ran in the race.
4. Jan, Peg and I tried out in the jumping contest.
5. Apples and oranges are good to eat.
A sentence may also have compound verbs. Underline the compound verbs in these sentences.
6. All of us scrubbed and painted the booths.
7. The children jumped and ran and hurried outside.
8. On a cold day you can slide and slip in the snow.
9. That morning it snowed, rained and sleeted.
10. The group hiked, swam and fished.

8261

English Drills 2-8

***English Drills in Usage and Grammar* present on-level learning and practice to supplement basal programs.** Each unit in the series is designed to reinforce the skills introduced in basal programs at a grade level. Throughout the series, emphasis is placed on identifying and using the parts of speech and identifying sentence structures and patterns. In this way, students are helped to understand grammar and to improve usage. Lessons are presented in a wide variety of formats to maintain high interest levels. Each lesson presents one-skill-at-a-time for straight forward learning and management.



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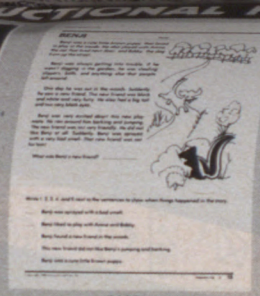

2103

Sequencing in Reading 1-6

Boost comprehension skills with these enjoyable and varied sequencing activities. A thorough understanding of the things we read is dependent on discovering the orderly relationships of objects, concepts and events.

This series of duplicating books is designed to provide students with a broad exposure to sequencing skills. Included in this series are activities in sequencing events shown in pictures, words in sentences, sentence fragments, sentences in paragraphs, paragraphs in stories, and events in stories. Additional practice is provided in following directions, classifying objects according to specific characteristics, predicting outcomes, and determining cause-effect relationships.

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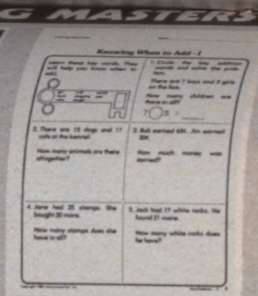

7503

Understanding and Solving Story Problems 1-6

Build skill and understanding of the art of problem solving with these carefully sequenced lessons. Much more than mere practice, this series gets to the root of problem solving. It teaches students how to identify the problem, utilize key words, eliminate distractors, and solve. Special attention is given to the vocabulary of problem solving through the use of key words. Activities include identifying key words, matching problems with number sentences, writing and eliminating distractors, solving multi-operation problems, and solving problems involving money and time. This unique approach offers real help to frustrated students.

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	9232	Level 2, Part 2		8232
	9233	Level 3, Part 1		8233
	9234	Level 3, Part 2		8234
	9235	Level 4, Part 1		8235
	9236	Level 4, Part 2		8236
	9241	Level 5, Part 1		8241
	9242	Level 5, Part 2		8242
	9243	Level 6, Part 1		8243
	9244	Level 6, Part 2		8244
	9245	Level 7/8, Part 1		8245
	9246	Level 7/8, Part 2		8246

Duplicating Masters Qty.	Code	Spelling Skills	Wipe-Clean cards Qty.	Code
	9211	Level 1, Part 1		8211
	9212	Level 1, Part 2		8212
	9213	Level 2, Part 1		8213
	9214	Level 2, Part 2		8214
	9215	Level 3, Part 1		8215
	9216	Level 3, Part 2		8216
	9221	Level 4, Part 1		8221
	9222	Level 4, Part 2		8222
	9223	Level 5, Part 1		8223
	9224	Level 5, Part 2		8224
	9225	Level 6, Part 1		8225
	9226	Level 6, Part 2		8226

Duplicating Masters Qty.	Code	Vocabulary	Wipe-Clean cards Qty.	Code
	9271	Level 2, Part 1		8271
	9272	Level 2, Part 2		8272
	9273	Level 3, Part 1		8273
	9274	Level 3, Part 2		8274
	9275	Level 4, Part 1		8275
	9276	Level 4, Part 2		8276
	9281	Level 5, Part 1		8281
	9282	Level 5, Part 2		8282
	9283	Level 6, Part 1		8283
	9284	Level 6, Part 2		8284
	9285	Level 7/8, Part 1		8285
	9286	Level 7/8, Part 2		8286

Duplicating Masters Qty.	Code	English Drills	Wipe-Clean cards Qty.	Code
	9251	Level 2, Part 1		8251
	9252	Level 2, Part 2		8252
	9253	Level 3, Part 1		8253
	9254	Level 3, Part 2		8254
	9255	Level 4, Part 1		8255
	9256	Level 4, Part 2		8256
	9261	Level 5, Part 1		8261
	9262	Level 5, Part 2		8262
	9263	Level 6, Part 1		8263
	9264	Level 6, Part 2		8264
	9265	Level 7/8, Part 1		8265
	9266	Level 7/8, Part 2		8266

Duplicating Masters Qty.	Code	Sequencing
	2101	Level 1
	2102	Level 2
	2103	Level 3
	2104	Level 4
	2105	Level 5
	2106	Level 6

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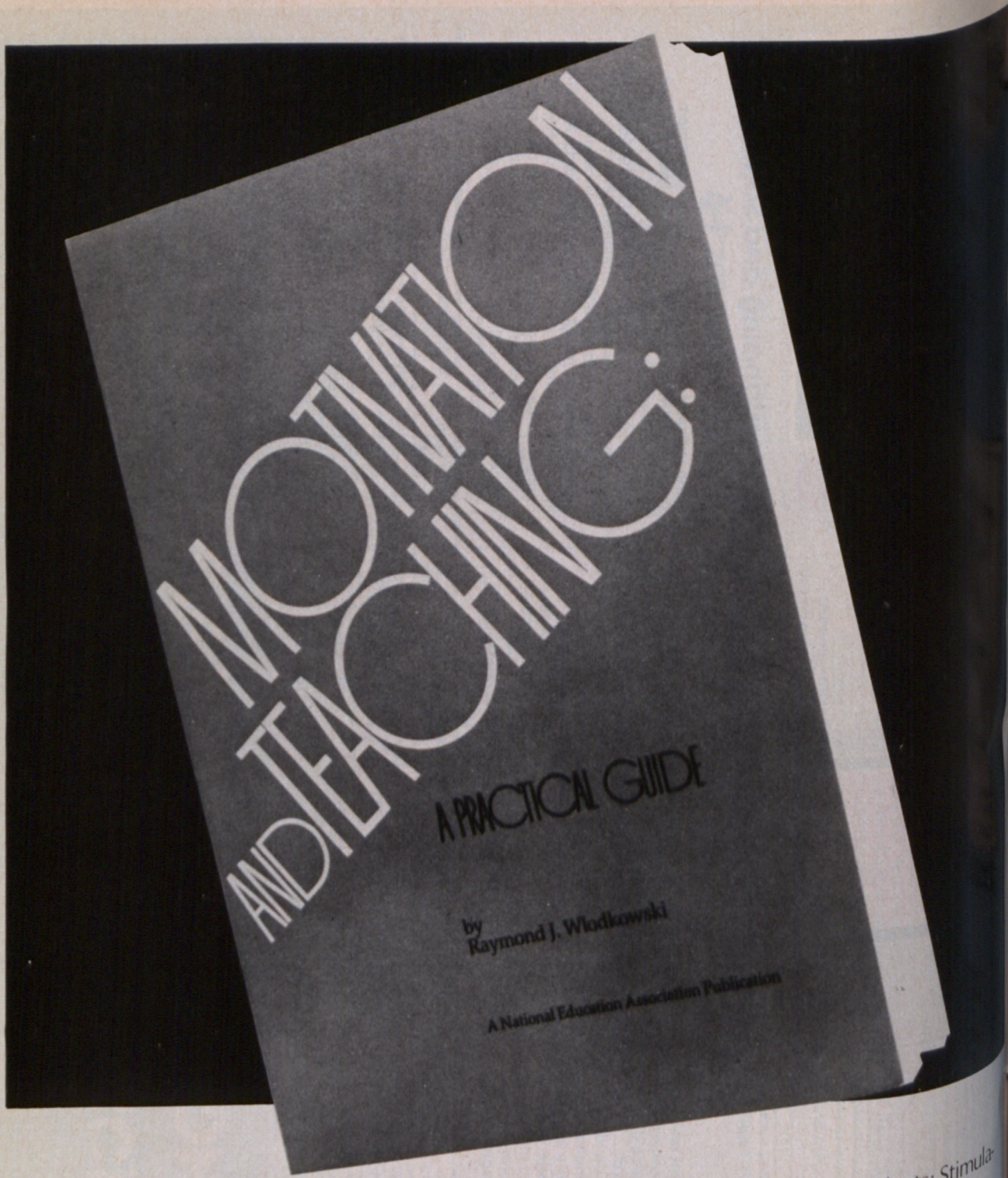

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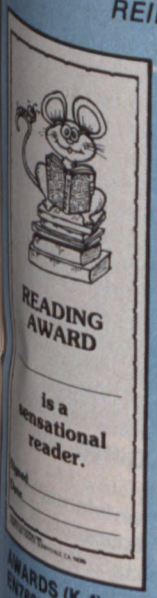

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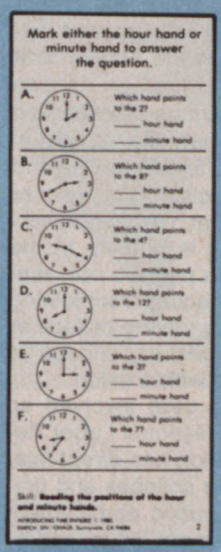

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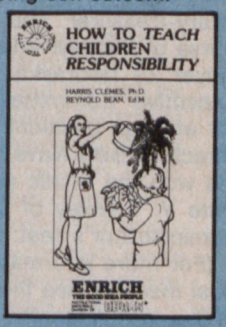

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Trends

NEA RA Backs Carter for President, Discusses School Issues

In a secret ballot, delegates to the NEA Representative Assembly (RA) in Los Angeles voted by more than 3 to 1 to endorse the candidacy of Jimmy Carter in the 1980 presidential elections. The RA had endorsed Carter for President in 1976 also.

On July 3, President Carter addressed the RA, receiving NEA's annual Friend of Education Award for his leadership in directing the nation's energies toward improving the schools. "The quality of education," Carter noted, "depends first and foremost on the morale and effectiveness of the classroom teacher."

Besides voting to back Carter, NEA's fifty-ninth RA discussed several issues that affect education. Topics were inflation and tax reform, standardized testing, education of the gifted and talented and of the handicapped, violence in the schools, teacher stress and burnout, and teacher supply and demand.

In NEA elections, delegates chose Mary Hatwood Futrell of Virginia as secretary-treasurer and selected Luther Burse of Pennsylvania and Gary Obermeyer of Nebraska to serve on the Executive Committee. In competition for at-large positions on the Board of Directors, Billie Nave Masters of California won the ethnic minority place and Pete V. Treibley of Maryland won the administrator's seat.

(For more information about the annual meeting, see the September issue of the *NEA Reporter.*)

NEA Will Award $2,500 Fellowships

Teachers and local associations can now apply for 1981 Hilda Maehling Fellowships of up to $2,500. Grants are awarded for projects that develop professional association work, human relations, curriculum and instruction, or professional tools and techniques. Individual classroom teachers, groups of teachers, and local associations are eligible.

Deadline for applications is December 1. Winners will be announced in April 1981.

For further information and applications, write—Hilda Maehling Fellowships, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.

The Yeshiva Decision: Impact on Faculty Unions

On February 20, 1980, the U.S. Supreme Court held that Yeshiva University, a private four-year institution, was not required to bargain with the union representing its full-time faculty. Finding that the Yeshiva faculty is "in effect, substantially and pervasively operating the enterprise," the Court concluded that the faculty is endowed with "managerial status" sufficient to remove it from the coverage of the National Labor Relations Act. NEA had filed an *amicus curiae* (friend-of-the-court) brief supporting the right of the faculty union to engage in bargaining.

NEA General Counsel Robert Chanin noted that the Court did not announce a *per se* rule regarding the rights of full-time faculty at private colleges and universities. The Court made it clear that each case must be judged on its own facts and that the managerial exclusion would apply only when the faculty in question participates in the making and implementation of policy in a manner similar to that found at Yeshiva University. Moreover, there is nothing in the Yeshiva case, Chanin pointed out, that in any way prohibits faculty from joining labor unions, and any private college or university can, if it wishes, engage in collective bargaining with a union.

Since the Yeshiva case involved an interpretation of the National Labor Relations Act, the decision has *direct* relevance only to private colleges and universities. Although public employment relations boards often are influenced by private sector developments in dealing with public colleges and universities under state public employee collective bargaining statutes, Chanin predicted that the carry-over effect in the present instance would be minimal.

Coaching Improves SAT Scores

Coaching can substantially improve students' scores on the *Scholastic Aptitude Test (SAT),* according to research published in the *Harvard Educational Review. SAT's* are also less accurate predictors of college performance than high school performance and achievement test scores, the article says. The authors, Warner V. Slack and Douglas Porter, maintain that the *SAT* really measures learned skills, not aptitude, and thus is unfair to students who can't get special preparation.

AEW Points to Future

The theme for this year's observance of American Education Week is "Education in the 80's—Preparation for the Future." AEW will be observed during the week of November 16 to 22.

Cosponsors of AEW are NEA, the National Congress of Parents and Teachers, the American Legion, the National School Boards Association, and the U.S. Department of Education.

For information about ordering materials NEA has prepared for AEW, write to AEW, Saw Mill Road, West Haven, CT 06516 or call (203) 934-2669 (9 a.m. to 5 p.m. Eastern time).

California Official Sues "Unsafe" Los Angeles Schools

Contending that compulsory attendance laws consign students to unsafe conditions without due process, California's attorney general, George Deukmejian, has filed what he calls "a lawsuit to restore safety in the schools" so that "students can pursue their learning and teachers can conduct their teaching without fear." Based on California, not federal, law the suit is intended to establish legal principles that will apply to all the state's school districts.

The suit alleges that the public board responsible for school safety have failed to give it a high enough priority. It seeks remedies to be carried out by the school district administration, the police department, and city officials.

Hotline to ED on Gifted and Talented

A toll-free hotline for information on gifted and talented education is now available through the U.S. Department of Education. The service provides telephone information and mailed responses to inquiries in both Spanish and English.

Three information packets—for teachers, for parents, and for the general public—are available on request. The service also describes research projects and provides referrals to experts in the field.

For more information, call (800) 424-2861, or 659-4093 in the District of Columbia.

Tuition Tax Credit Plans Offer Little to Poor, Minorities

Tuition tax credit plans for elementary and secondary education would benefit wealthy White families far more than any others, according to a government study. Nearly 90 percent of private school students are White; students from families making more than $25,000 a year are five times as likely to go to private schools as children from families with $5,000 annual income; and families making more than $25,000

(continued on page 12)

New Educational Program for TRS-80™ Computers

An Important Announcement for th Teachers from Radio Shack

Radio Shack, builder of the world's most affordable and widely used classroom computer, is proud to announce the K-8 Math Program for TRS-80. This new program is designed to help kindergarten through eighth grade students master the basics of addition, subtraction, multiplication and division. On both cassettes and diskettes, it is ideal for use with regular stand-alone Level II, 16K TRS-80s or with the new Network I System that allows up to 16 TRS-80s to be connected to one TRS-80 disk system — eliminating the need for student loading of cassettes!

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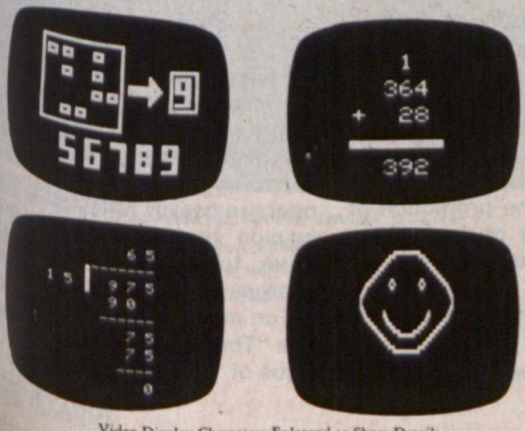
K-8 Math is only $199.00* (Cat. No. 26-1715). For more information on K-8 and TRS-80 computer systems for education, visit your nearest Radio Shack outlet.

*Retail prices may vary at individual stores and dealers.



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would collect from 24 to 33 percent of the tax credits at the elementary level and 41 percent at the secondary level.

For a copy of *Tuition Tax Credits for Elementary and Secondary Education: Some New Evidence on Who Would Benefit,* write to Sandra Richardson, U.S. Department of Education, Room 3147, FOB 6, 400 Maryland Ave., S.W., Washington, DC 20202.

Americans Like Social Security

Social Security is popular, found a study conducted for the Congress's National Commission on Social Security. In fact, 77 percent of Americans would join the system voluntarily. If given the choice, 63 percent would rather pay higher Social Security taxes, while only 15 percent would prefer reducing benefits.

Survey respondents would rather raise more money for Social Security by raising the Social Security tax than by instituting a new value-added tax (national sales tax) or by taking money from income tax revenues.

More than half of the respondents, however, had little or no confidence that the system would have the money to pay benefits by the time they reached retirement age.

President Carter Appoints NEA Members to Policy Groups

President Carter has appointed three NEA members to two important national councils. Jon L. Harkness, a high school science teacher and curriculum consultant in Wausau, Wisconsin, will serve on the National Council on Educational Research, the top policymaking body of the National Institute of Education.

Appointed to the National Advisory Council for the Education of Disadvantaged Children were Akiko Kurose, a Seattle kindergarten teacher and civil rights activist, and Lucille Santos, a former teacher who is now deputy assistant superintendent in the San Antonio (Texas) Independent School District.

Education Gets Top Dollars from Grant Foundations

During 1979, educational institutions again led the field of grant recipients. They received $312 million of the $1.09 billion in grants available through the 400 major U.S. funding organizations. Of the $312 million, $40.5 million or 13 percent is listed as having gone to elementary or secondary education institutions. There is no indication, however, of whether these receiving institutions were in the public or private sector. Health and science institutions received $212 and $211 million in grant funds.

These statistics, compiled by the Foundation Center, are included in *The Foundation Grants Index*—a comprehensive guide to the patterns of grant-funding organizations. It may be ordered for $27 from the Foundation Center, 888 Seventh Ave., New York 10106.

National Teachers' Organizations Meet with Intergovernmental Group

Representatives of 25 national teachers' organizations met in Paris with officials of the Organization for Economic Cooperation and Development (OECD), which groups Australia, Canada, Japan, New Zealand, the United States, and 19 industrialized nations in Europe. The participants, including NEA vice-president Bernie Freitag, represented more than 3 million teachers in OECD member countries.

The group reviewed OECD's work in education, especially its policies on teachers in a period of retrenchment and the relationship between education and employment in a period of falling job opportunities. OECD officials were interested in creating a new balance between education, work, and leisure. OECD's present work on teacher policy is being completed with an intergovernmental conference this fall.

Japan Teachers Union Receives NEA Peace Trophy

The Japan Teachers Union (JTU) has received the annual NEA Peace Trophy in praise of its work for education for peace, for peaceful settlement of international disputes, and for peace through international cooperation. NEA representatives Judy Rohde and Carl Downing presented the trophy at the Annual National Assembly of Educational Research of the JTU and the Japan Upper Secondary School Teachers' Union. The Assembly was held in Kochi City on the island of Shikoku.

In his address to the Assembly, JTU President Motofumi Makieda noted that JTU is committed to the promotion of education on the basis of democracy, peace, and human rights.

PTA Names 10 Best Family TV Shows

For the first time, the National PTA has presented awards to the produce of the 10 best prime-time TV program for family viewing.

The awards went to the producers *Little House on the Prairie, 60 Minute Prime Time Saturday, The Walto Quincy, CBS Specials, White Shado Eight Is Enough, 20/20,* and *Salvage*

Criteria for the awards were posit contribution to the quality of life America, lack of offensive content, a high artistic and technical merit.

Agriculture Department Regulat Use of Some Junk Foods in Schools

The U.S. Department of Agricultu (USDA) has decided that schools m not allow certain foods to compete w the more nutritious school meals. A three years and two sets of propos regulations, USDA has determined th as of July 1, 1980, water ices, sc water (carbonated beverages), chew gum, and certain candies—hard c dies, jellies and gums, marshmallo candies, fondants, licorice, spun c dies, and candy-coated popcorn—m not be sold until after the last lunch the day is served.

USDA says none of those foods pr vides, in 100 calories, 5 percent of Recommended Daily Allowance of of the eight important nutrients USDA standard used to define so-c "junk food."

For further information and copies the USDA ruling, write to Stanley Garnett, School Programs Divisio USDA-FNS, Washington, DC 20250.

No Hiding for Local Governme Bodies that Violate Rights

The U.S. Supreme Court has ma money damages easier to obtain in c rights cases brought by employe against local government agencies. Th Court ruled that local government bo ies may not hide behind a defense good faith when sued for monetar relief based on constitutional viol tions.

The decision stems from a case i volving dismissal of a police offic without due process and is significa for teachers and school boards. NE had filed a friend-of-the-court brie jointly with the Lawyers Committee f Civil Rights under Law. The theory a supporting arguments advanced in the brief are heavily reflected in the Court's opinion that government bodies will have to respond substantially to charges of unconstitutional behavior.

For more information on this topic see "The Teacher and the Law" in this issue of *Today's Education.* □

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Super Spelling Fun
Activities cover 612 common words and important spelling rules! Once children have mastered the rules, they will be able to read and spell hundreds of other words.
GA82 For 2-6. 60 pp. **$5.95**

Warm Smiles, Happy Faces
Good behavior should be reinforced and rewarded. This book allows students to focus on their behavior through class activities, games, self-evaluations, awards, and home communicators.
GA79 For K-4. 48 pp. **$4.95**

My Very Own Dictionary
Animal friends help students learn basic dictionary skills: spelling, vocabulary words, etc.
GA81 For 1-4. 56 pp. **$5.5**

Big Addition Book
Fun-filled activities include: Sumflowering, Satellite Sums, number mazes, dot-to-dots, coloring, and more. Activities result in sums from 1 to 25.
GA118 For K-3. 64 pp. **$5.9**

Freaky Fractions
Clever, involving activities begin with "half" and progress, step-by-step, to concepts of 1/3, 1/4, 1/5, 1/6, 1/8, and 1/12.
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Activities introduce and reinforce punctuation, capitalization, contractions, synonyms, antonyms, homonyms, and heteronyms. Also introduces new words and encourages creativity.
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Big Subtraction Book
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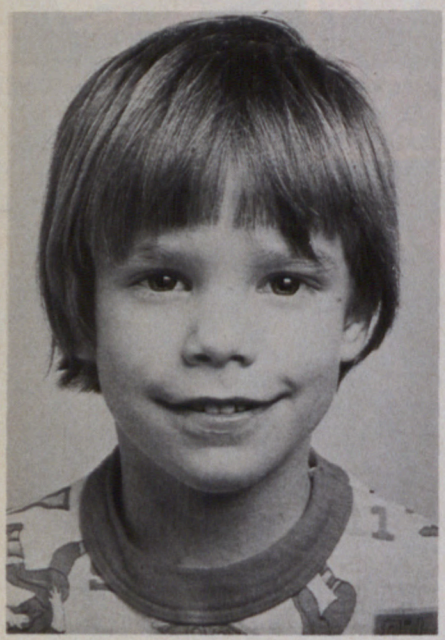
Letters

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*



Have You Seen This Child?

A small blonde boy named Etan Patz disappeared without a trace in New York City, on the morning of May 25, 1979. As Etan walked to the school bus stop only one-and-a-half blocks from his home, a mailman noticed him. That was the last time anyone saw Etan.

At that time, Etan was six years old and small for his age. Now, 16 months after his disappearance, he would be almost eight years old and could be anywhere—possibly in your school. He may have a different name, and his hair may no longer be blonde.

If you suspect that a child in your school is Etan Patz, call the New York City Police Department (212) 374-6913. Etan's parents and the police have not given up hope of finding Etan. Any clue—no matter how minor—should be reported.

—Bill Butler, *detective, Missing Persons Squad, New York City Police Department.*

Violence in the Schools

In the April-May special feature, "What Can Schools Do About Violence?" *Today's Education* ignores the victim, just as society—including the schools—ignores the victim.

We must reorder our priorities. We must not be so busy protecting the rights of the accused that we leave the victims to their own devices.

Take a hypothetical case of a 13-year-old boy who is attacked and beaten by an older schoolmate on the way home from school. If the victim identifies his attacker, he will probably be subjected to more violence and harassment. While the accused attacker is assured all the protection of due process, the victim is left alone to deal with his fear and vulnerability.

Schools and communities should develop means to protect the victim's right to a speedy return to normalcy.

—Harry E. Slaughter, *art teacher, Annapolis (Maryland) Junior High School.*

Confusing discipline with—and using it as—punishment creates problems. Teachers should discipline students for their actions but not pass judgment on them as persons. Students want discipline that is fair, firm, friendly, and consistent. It helps them acquire internal control over their own lives.

—Stephen J. Kelly, *director of training, Municipal Police Training Council, Connecticut Police Academy, Meriden.*

Standardized Tests: Pro and Con

My three oldest children have taken the *Scholastic Aptitude Test* (*SAT*), and two of them were National Merit finalists. Until I read "The Reign of ETS" (April-May), I liked to think that the *SAT* was somewhat a measure of their inherited "brainpower." Woe is me; now I discover that, instead, the *SAT* is just a measure of family income. If that assessment is accurate, then it proves once again that teachers' pay isn't what it should be—which, when I think about it, makes me feel even more depressed!

—Frederic C. Matcheck, *business education teacher, Huron High School, Ann Arbor, Michigan.*

I have been an elementary school teacher in a central New Jersey school system for seven years.

After completing my master's degree program at a New Jersey state college with a 3.84 average for all graduate course work, I applied to a Rutgers State University doctoral program and was denied admission because my *Graduate Record Examination* (*GRE*) scores fell below the required level.

Not to be deterred, I entered and completed with all *A*'s and *B*'s a master's program in a private but accredited university out of state. When I reapplied to that university for its doctoral program, I was refused, because my *GRE* scores were below 1100. I then enrolled in a workshop course to improve my scores, but after taking the *GRE* more than seven times, I still could not reach the "minimum requirement." I have given up—ETS has won.

I applaud *Today's Education* for drawing attention to this bureaucratic, dehumanizing system of testing.

—*Name withheld upon request.*

Last week one of my students asked how he was supposed to know the Harvard and Yale school colors. He had taken the *Preliminary Scholastic Aptitude Test* (*PSAT*) recently and recalled a test item that involved an analogy based on that knowledge. If that's not cultural bias, I don't know what is.

The advantage that such an item gives to the sons and daughters of Ivy League alumni is so obvious, it boggles the imagination. That such knowledge could possibly be assumed to be prerequisite for success in higher education is absurd.

—James O. Strong, *English teacher, Sterling Heights (Michigan) High School.*

The opinions and conclusions of Allan Nairn and associates are biased and misleading. The relationship between *SAT* scores and parental income is significant, since the standardization of the *SAT* is independent of parental income.

The finding that college freshmen's grades do not correlate with parental income should not be surprising. The "hunger factor" is involved here. The classic example cites two college freshmen. The one wealthy enough to have a car at school flunks out, while the one who has to work part time makes the dean's list.

College admissions officers know that *SAT* scores are just *one* predictor of college success. For this reason, extracurricular activities, high school class rank, and comments by guidance counselors are also used as selection criteria.

If SAT's didn't exist, colleges would have to invent some other standardized admission criterion. The trick is to know how to use standardized tests wisely and fairly.

—Warren Himmelberger, *retired mathematics teacher, Wellesley Hills, Massachusetts.*

The Arts and Teaching

The articles on the arts in the Special Elementary Section of *Today's Education* (April-May) made only slight mention of music as a means for children to enlarge their aesthetic sense. Music is the noblest of the arts, so give it a break—give it more emphasis now and then.

—Louise Latimer, *music teacher, Amelia Elementary School, Beaumont, Texas.*

How could Rose Mukerji, the author of "Growing Together Through the Arts," use that painful poem damning all creation and the Creator as the introduction? That poem shocks and disgusts me. It is completely inappropriate for her otherwise good article and for *Today's Education.*

—Lois C. Shepherd, *fifth grade teacher, Jamestown (Kentucky) School.*

That poem has to be the damnedest excuse for poetry I have ever read. In these days of so many distressing signs, it's a pity that the message of this poem is one of depression and despondency. Why not send messages of hope, joy, and rebirth?

—Anne Von Pinnon, *fourth and fifth grade teacher, Ross School, San Jose, California.*

Teaching as a Conserving Activity

James D. Kraft's review of Postman's *Teaching as a Conserving Activity* ("Books," February-March) does not do justice to an interesting and insightful look at contemporary America.

Postman has convinced me that television is not only a curriculum but constitutes the major educational enterprise now being undertaken in the United States." Postman argues that classroom education must try to conserve tradition as a counterbalance to electronic media. He sees electronic information (with TV at the center) as fundamentally hostile to linear modes of expression, so that both writing and speech must lose some of their power.

Postman values the kind of mental development that schools promote: "concepts and knowledge and ways of knowing that stress the importance of detachment, objectivity, analysis, and criticism."

In my opinion, Postman has made a convincing argument in support of classroom education as idea-centered and coherent—as opposed to TV, which he sees as discontinuous in content, immediate in gratification, present-centered, and nonanalytical.

Word-centered education—not picture-centered—is what Postman is promoting, and I would find nothing wrong with that if the school population were composed only of students able to benefit from such a rigorously structured curriculum. Postman's idea of what should go on in a school is based on the assumption that all students would have no difficulties with it.

We all know, however, that all students do not learn the same way; i.e., many have difficulty expressing themselves if limited only to language. Perhaps Postman might take this into consideration in his next book.

—Robert E. Brown, *social studies teacher, Pine Street School, Southbridge, Massachusetts.*

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OVER THE DINNER TABLE

What Kids Really Say About Teachers

You Would Be Pleasantly Surprised

By PHYLLIS NAYLOR

Phyllis Naylor is the author of 38 books, three of them for adults. The latest, Revelations, is to be a major motion picture starring Sally Field. She and her husband, a speech pathologist, live in Bethesda, Maryland, with their two sons. The three schools that the boys have attended or are attending now are Ashburton Elementary, North Bethesda Junior High, and Walter Johnson High School, all in the Montgomery County system.

As the mother of two sons, 14 and 17, I have a vested interest in the schools. My antennae are out in several different directions, and I'm hearing a lot these days about teacher burnout, blowout, and wearout. I'm particularly dismayed when I read that more and more teachers are taking off for the summer and never coming back.

"Hey, Teach!" a sullen kid says on visiting day as we parents watch curiously from the back of the room. "How come we didn't get our papers back this morning?"

"I'm sorry," comes the reply, "but something came up."

"Yeah, sure!" says the kid with sarcasm smeared all over his face as he hoists himself up on top of the radiator where he sits throughout the period, whistling through his teeth and occasionally motioning to someone out on the soccer field.

"The little brat," a still small voice, which certainly is not patience, bleats inside me. "A swat on the behind, that's what he needs."

I know that what I am witnessing is so mild an example of disrespect that most teachers today would not give it much thought. As the session progresses, I am painfully aware of how often the class period is interrupted not only by remarks from the students, but by reminders over the loudspeaker, messengers arriving from the office, and mandatory collecting of forms.

As I watch the heroic and strangely successful effort on the part of the teacher to cope, I remember how, 24 years ago, with only a junior college background, I received a temporary certificate to help relieve the teacher shortage. With no education courses, no studies in child psychology—with nothing more, in fact, than a folder of patterned cutouts I had once used in a Sunday School class—I entered a third grade classroom in Hazelcrest, Illinois, somewhere east of Chicago.

The school, a converted house, had only three classrooms. Most of the children went home for lunch and came back again at one o'clock. Probably because I was young and scared, the pupils tolerated me. Not only that, they obeyed. If I said that there would be no recess until the room was quiet, all noise instantly ceased. If I said that a certain somebody was to stay after school, there was no back talk. When a pupil had a question, he or she raised a hand. That was just the way things were supposed to be in the fifties.

I don't think I could function in a classroom now. I don't think I could tolerate talking to one half of the students while the others wandered about. I don't think I could stand the chronic undercurrent of murmurs, comments, and ridicule.

Not only that, but I know all about these citizen groups that spy on teachers and nose through textbooks and eavesdrop on classrooms. I know about the people who would fight to the death for prayer in the classroom and those who would fight to keep it out. I know about the parents who object to sex education in the schools and about the ones who blame the educational system if schoolgirls get pregnant. I know what happens to teachers who tell more than the local code will allow. (I know what happened to me back in Hazelcrest when a child asked how in the world babies ever got into mothers in the first place, and I told her.)

It's a right of parents to be concerned and informed about their child's education, of course, and most teachers probably wish that parents showed a little more interest and enthusiasm. But if parents make a fuss over every small clash of ideas, they'll find themselves in the school office once a week. "Don't sweat the little things" is our own motto, and we encourage our sons to handle their own problems at school whenever possible.

I know how easy it is for a teacher to have a bad day, to say something rash and to realize later that hastily spoken words have hurt a child. During my brief tenure as a teacher, my students went through a note-passing stage. One day, when I was feeling particularly playful, I intercepted a note and said I would read it to the class. It was an innocuous little thing, but to have some fun and give the children a break, I pretended to read a love letter. When I came to the signature and the chil-

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dren were all holding their breath, I looked about the room and impulsively said the name of a girl who had nothing whatsoever to do with the note. I thought that she would laugh with the others and that everyone would know that this was all in jest.

The others laughed, but the girl did not. She gave me an incredulous look of hurt and betrayal, and though I apologized immediately, the damage had been done.

Later, in the tiny office at the back of the school, I anguished over the incident, astonished at my lack of empathy and common sense. A very wise teacher, many years older than I, listened quietly and said, "If this is the worst thing you ever do as a teacher, you will have reason to be quite proud of yourself."

I didn't stay around to find out. Other fields beckoned. But I have been associated with schools ever since, in one way or another, and I know how easy it is to blame them for problems that society can't deal with either, how hard to demand control and tolerance from teachers when the parents themselves may have given up on the children.

This is certainly not to say that teachers are always right or reasonable or mature. Over our dinner table, we have heard about the teacher who threw chalk at the blackboard when he was angry and the one who assigned as punishment a 500-word essay on fairness. They certainly made for interesting table conversation, much better than a prolonged discussion about meat loaf. But we have heard a large number of indirect compliments to teachers over our table as well, and perhaps it's time to go public. To the following teachers, blessings forever:

• To the primary teacher who never raised her voice, but got the attention of the class by lowering it instead. She had a marvelous calming effect on the nervous systems of beginning first graders.

• To the band instructor who, when Michael blew his first playing test, said, "It's normal to be nervous. Take your time and try again." How easy it would have been to make him forever serious about performing in public.

• To the geography teacher who refused to give one of our sons full credit on an assignment he had forgotten to turn in, even though he had prepared it. She listened to his explanation, sympathized with his forgetfulness, but let him know that to give him full credit for the assignment wouldn't be fair to the other children who had remembered. Her decision made him angry, but it was a good introduction to adult life, where reports must be turned in on schedule and conferences attended on time.

• To the English teacher who demanded a lot from his students in both assignments and behavior. Our boys complained loudly about his strictness and high expectations, but his grading system was so fair, his rules so explicit, and his instruction so thorough that they have voted him one of the best.

• To the physical education instructor who, aware of our one son's embarrassment over his skimpy height and weight, focused instead on his speed and agility and all the other things he could do well, making the long wait for puberty much more tolerable.

• To the math teacher who never ridiculed a child for a question and whose major goal was to convince each student that he or she *did* have the capability to learn, that math was not beyond his or her reach.

• To the teacher who helped Jeff realize that there have been many times in history besides our own when the world was in peril. When, during a discussion of international problems, I said, "Don't you wish we could just sail to a tropical isle for the rest of our lives?" Jeff replied, "You have to be a part of the solution, Mom, not the problem. That's what my history teacher says."

The three qualities of a teacher that seem to count the most with our boys are kindness, fairness, and humor. More often than not, a beloved teacher was also strict. Our boys often do not remember a favorite for any particular incident but just for the day-to-day atmosphere in the classroom, the fact that a student could count on his or her word. Yet our boys vividly recall even those who are not favorites for a profound observation they made or a fascinating experiment they introduced in class or an occasion on which they were undeniably just.

You may wonder sometimes if you matter. You may think that everything you teach, you believe, you feel, is lost, irrevocably, forever, on your students.

As parents, we know better. We hear a little something about you every day. We know when the class was rude. We heard about the day there was a substitute teacher in band and all the boys, ours included, changed instruments. We heard about your coming operation and the death of your sister and the theft of your purse. We know, by the way our boys report about a discussion in your class, that you imparted a certain magic last Friday.

Our children may act cool in the classroom, because coolness is in vogue, but they care about you more than you think. When you lose your temper three straight days in a row, they worry about your love life. If you live alone, they wonder how you are going to spend the holidays. They feel terrible about the way the class behaved on the last field trip. They want you to know that they weren't a part of it, but aren't quite sure how to tell you. There's a silent majority out there secretly rooting for you, whether you realize it or not.

Sometimes we have to remind our boys that teachers, too, have problems —that occasionally they speak out in anger or on impulse. We are particularly grateful when you are big enough to tell students that you have been wrong. You've no idea how high you rise in their esteem, how you make it more possible for them to do the same in a similar situation. As parents, we know what a premium a young person puts on a compliment from you. The fact that *you* said it—in front of the class, too!—makes it official.

It's all a part of your job, I know—a part of your training. You became teachers because you like children, and you enjoy sending them from your classrooms at the end of the year more capable and confident than they were before. I know, I know. And we're not the only ones who know. The den mother, the carpool father, the grandmother who waits for the children to get home from school—anyone who cares for today's children—stands in awe of the teacher who can cope with them six hours at a stretch and do so remarkably well. □

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Teacher Opinion Poll

Attacks on Teachers

An estimated 113,000 of the nation's 2,184,000 public school teachers were physically attacked by a student during a recent 12-month period. Of those attacked, 2,500 were seriously injured, and 26,000 suffered minor injuries. Another 45,000 suffered emotionally as a result of the attack. Although the assaults occurred more often in large urban school systems, significant numbers of teachers were also attacked in suburban, small town, and rural areas.

These are some results from NEA's latest Teacher Opinion Poll. A nationwide sample of public school teachers participated in the survey, which was completed in May 1980.

The survey also revealed the following estimates:

- Teachers believed about 60 percent of the attacks were intentional.
- Some 11,000 teachers missed an average of five days of school to recuperate from attacks.
- About 85 percent of those assaulted reported the incident to school officials. About 15 percent reported the attack to law enforcement officials.
- In about 90 percent of the cases, neither school personnel nor police filed charges. About 6 percent of the teachers filed charges themselves; while 2 percent had charges filed by the school system; and 2 percent, by the police.
- Of those who did not report the incident to anyone, many said that they feared being seen as a failure.
- In 25 percent of the cases, no one took disciplinary action against the students, even though the teachers involved thought someone should have. In another 25 percent of the cases, teachers thought the action taken was too little.
- About 25 percent of all teachers are frequently concerned that a student may physically attack them.
- Although a majority of teachers feel their school's disciplinary policy is clearly written, they believe that it is not strict enough or comprehensive enough. They also believe the written policy is not applied consistently.

—NEA Research.

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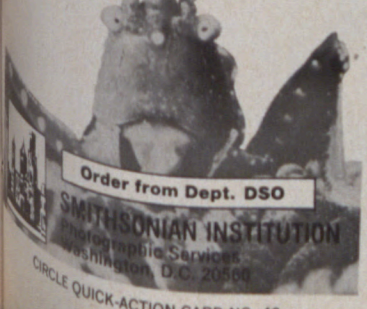

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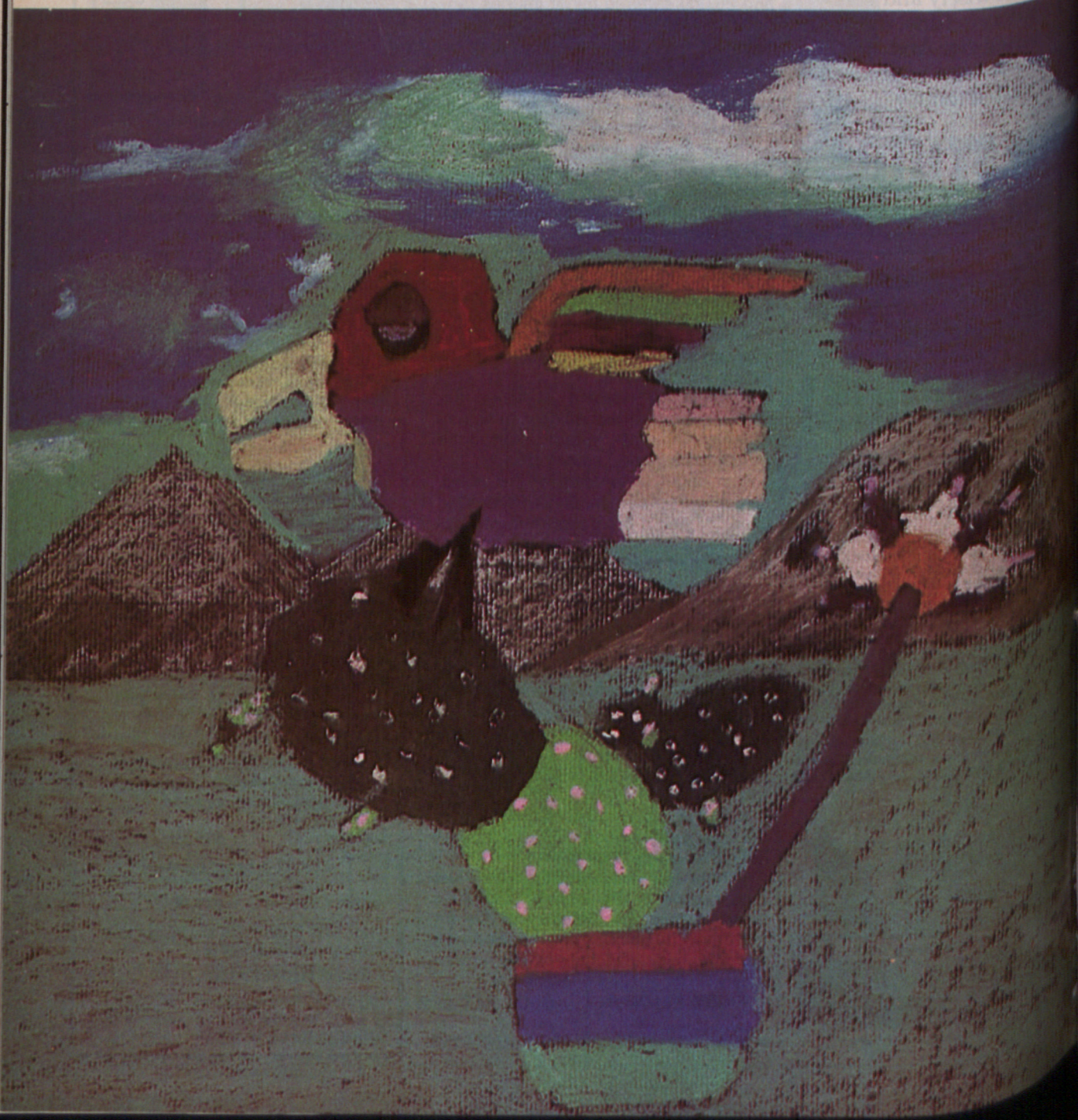

Time is like the day: for the young it is the dawn, for the old man it is dusk.

When I go out at night, I see the little stars that call me.

These lines written by a Mexican child open *México Visto Por Sus Niños* (*Mexico as Seen by Her Children*), a book of Mexican children's art and writing.

From the cultural perspective of the Mexican child who wrote those lines, we gain a view of time, youth, age, and identification with the natural world. This young poet projects a harmony that is essential to his view of the world and place in it.

Mexico as Seen by Her Children allows the child as author or artist to open our eyes to Mexico. Pablo Picasso recognized the importance of the child's vision of the world when he said, "It took me many years to learn how to draw like . . . children." Likewise, we recognize the contribution children can make in our efforts to see the world family of many nations more harmoniously.

Mexico as Seen by Her Children contains the creative expression of children three to 16 years of age from all parts of Mexico. The Fideicomiso, a trust created by U.S. and Mexican corporations and Mexican government agencies, made possible the creation and publication of the book. It was edited, designed, and printed in Mexico under the personal sponsorship of Carmen Romano de López Portillo, wife of Mexico's president.

The trust ensures that the students of Mexico will benefit from the creativity of the children who produced the art and writing. It guarantees that proceeds from the sale of the book will provide scholarships for Mexican children.

Two events in 1979 marked the culmination of a dream that had taken more than two years to realize. Sra. López Portillo awarded the first scholarship in June of that year at a nationally televised ceremony in Mexico City. At a later ceremony at the White House in Washington, DC, five of the children who contributed to the book presented a copy of it to Rosalynn Carter.

The first step toward making the dream a reality had been to send out requests to all schoolchildren throughout Mexico for their art and writing. The Fideicomiso solicited the cooperation and assistance of teachers and parents all over Mexico, and sent art and writing supplies to even the most remote villages. Sometimes these supplies took three-to-four days by burro to reach the children. Later, the children's art and writing made the return journey in the same way.

Finally, more than 100,000 pieces of student work were in hand, and the difficult selection process began. During the process, the selectors made no editorial changes in any individual's work. They chose works from children of all ages who expressed a variety of perspectives on many topics. The children's integrity and freedom of expression were uppermost in the minds of the selectors.

The collection that resulted from this process has a richness and variety that provides insight into the beauty and cultural diversity of Mexico. The children give refreshing perspectives

on Mexican history before the Spanish conquest, Spain's discovery and conquest of Mexico, colonial Mexico, the treasure of liberty, the national hero Juárez, the Mexican Revolution after 1910, Mexico as it is today, the United States, school, village and country, man and woman, the Charro, fiesta, and even the children's view of themselves and their hopes for their country.

In the summer of 1979, *Mexico as Seen by Her Children* reached the National Foundation for the Improvement of Education (NFIE), a foundation created by the National Education Association. NFIE immediately recognized it as a rich resource for elementary and secondary teachers. The Foundation believes that U.S. children can learn about the culture of Mexico from its children. Teachers of bilingual education and of foreign languages will find it especially useful as a motivational supplement to regular curriculums.

The Foundation obtained permission to publish the book in the United States. Subsequently, the Office of Bilingual Education, U.S. Office of Education (now the Department of Education), with the strong support of its director, Josué González, awarded NFIE a contract to develop, pilot test, and publish a comprehensive instructional kit to accompany the book.

Throughout the year-long project, the Mexican Ministry of Education cooperated closely with the NFIE. Educators who make up NFIE's project staff—all of intercultural backgrounds—developed and pilot tested materials for the instructional kit in both Spanish and English language classrooms in Connecticut, Virginia, New Mexico, and California. Teachers from other parts of the country, also reviewed the book and instructional materials. The results are instructional materials that are teacher tested and learner verified.

Creating and testing the kit materials has confirmed the NFIE's initial conviction that *México Visto Por Sus Niños* can be used by teachers in numerous ways for multiple purposes. While the book and instructional materials are valuable for both lower elementary and secondary grades, they concentrate on grades four, five, and six.

One section of the kit helps the

teacher see through the eyes of a child. This part—*the teacher as learner*—includes an introduction to the child's world of perception and expression, a cultural history of Mexico, a discussion of the values expressed by Mexican children, and a recording of Mexican children introducing themselves to their U.S. counterparts by reading passages from their book.

Another part of the kit addresses *the teacher as teacher*. It contains a list of historical events, a glossary of unfamiliar terms, a bibliography of available print and nonprint materials, and two sections on teaching strategies.

The section on teaching Mexican culture explains the necessity, when teaching about any other culture, of upholding the integrity of that culture. This involves the principles of fairness and honesty in discussing customs that, in many cases, will be different from one's own cultural norm. In other words, the teacher's role is to promote intercultural understanding in students.

The kit's other section on teaching strategies discusses various ways *Mexico as Seen by Her Children* can be used:

- As a source book alone, without supplementary materials
- As a source of motivation for students
- As a resource on various topics being studied
- As a major component of an art or music curriculum

The Mexican children's expressions will be the primary motivator for U.S. students.

- As a supplement to parts of the core curriculum.

Project staff have created materials to accommodate numerous instructional purposes and a variety of teaching styles. They encourage teachers to use the book in more than one way for more than one purpose, while maintaining the book's integrity at all times.

The part of the kit labeled *the teacher as facilitator* includes various other instructional materials: recordings, posters, and special-purpose cards. The recordings are of Mexican children reading their poems and singing Mexican songs. The posters help the teacher create a classroom environment that will spark students' interest. The more than 60 special-purpose cards provide graphic details of how various teaching strategies and activities interrelate.

Resource activity cards describe activities that can be used within each topic area and theme of the book in relation to social studies, English and Spanish language arts, music, and art. Resource enrichment cards give the teacher additional activities beyond those in the keyed core curriculum. Music cards include scores for singing and playing.

The cards are keyed and indexed for flexibility and practicality. For example, for units on biography or the environment, teachers would select only cards keyed for either purpose. Or if a teacher wanted to concentrate strictly on social studies, he or she would select the cards keyed for that focus. By facilitating so many approaches to the book, designers of the instructional materials have freed teachers to use it in a great variety of ways.

Regardless of how teachers use the book, the Mexican children's expressions will be the primary motivator for U.S. students, according to pilot test results. Reading the Mexican children's messages will inspire U.S. students to explore not only Mexican culture but also their own. Pilot tests reveal that this interactive process begins almost immediately.

To nurture the interactive process, teachers must help students recognize that their Mexican counterparts are speaking from their culturally specific frames of reference. For example:

Love is sown and grows like a plant. I have discovered that plants are like me, because they grow too, and reproduce and then the time comes to die.

Or

Surely our Indians suffered, but
they also left us the pyramids.

Or

Do we know what fatherland means? Fatherland is the land, the land of our ancestors.

Or

I ask everybody in the world and especially the Mexican people to treat one another as true brothers and I wish that discrimination between people would not exist and that there would not be any more wars between the great nations of the world because it would be a real tomb and the end of the planet Earth.

Or

Other countries are pretty
but not as pretty as mine.

Or

I adore my country because of its birds,
its songs and the crying of the men who
fought to defend it.

The starting point for interaction is for U.S. children to realize that these statements are by individual Mexican children about their own country—Mexico. What will U.S. students want to say in response? Perhaps they will want to express their feelings in art, writing, and music about their own school, locale, or nation.

Teachers should be prepared for highly motivated and creative responses. Even students previously unmotivated and unresponsive usually become excited about Mexico after reading *Mexico as Seen by Her Children*. The Mexican children have become teachers to them in a very real sense.

Mexico as Seen by Her Children and the educational project built around it are an example of bicultural cooperation between the governments of Mexico and the United States. The results of that effort should be of immense educational and cultural benefit to teachers and students in classrooms all across the country. □

NFIE is able to make a special introductory offer to NEA members to purchase the book at $11.95 (plus $2 postage and handling). A set of the instructional materials accompanies the book. Please specify Spanish or English language edition. Orders should be sent with check or money order for $13.95 to NFIE, Room 804E, 1201 16th St., N.W., Washington, DC 20036. Please allow 60 days for delivery.

Although mathematics avoidance and mathematics anxiety are not unknown among men and boys, the twin problems of underenrollment in and stressful experiences with mathematics are particularly pronounced in girls and women.

According to the results of a new study conducted by the Education Commission of the States (see Research Clues in this issue for a summary), the differences between males' and females' achievement and participation in mathematics become "acute" toward the end of their high school years. As many women as men take lower-level courses, such as first year algebra and geometry; but in the courses beyond second year algebra, men are in the majority.[1] Why is this so? And what can teachers do to change these patterns?

As a nonmathematician, I first became interested in this phenomenon in 1974 when I was investigating mathematics avoidance among women college students at Wesleyan University in Connecticut. I found that not only were female students underprepared, but many—if not most—were determined "math avoiders" by the time they entered college. They were convinced that they could not "do math" and were fearful of studying any subject that required mastery even at the level of mathematics (Algebra II, for example) that many of them had already reached in high school.

We all know how critical mathematics has become in many career fields. Lucy Sells, who has been important in articulating the concept of the "mathematics filter," investigated the prerequisites and course programs at the University of California at Berkeley in 1974. She found that without three-and-a-half years of high school math, entering students would have three-quarters of the college majors closed to them even before they began their college study.[2]

To find the source of the fear of, hostility to, and alienation from the study of mathematics, Wesleyan University designed a math clinic staffed by counselors and math instructors. One technique we used to answer these questions was to ask students to give their math autobiographies to the counselors. From analyses of dozens of these autobiographies and from interviews with teachers, people who like math and do well at it, and learning psychologists, we concluded that many of these people are not natively "dumb in math." Rather they are influenced by some or all of the following factors.

Mysteries and Myths. Most people who think about mathematics—whether they do math well or poorly—think of mathematics aptitude as a gift rather than as a set of skills that can be learned, practiced, and developed. They believe in the myth of a mathematical mind which one is born with or not. The myth pervades the explanations people give of their own failure at mathematics. Finding that no one in their family is particularly good at mathematics, they incorrectly infer that math aptitude is a genetic trait. Or, experiencing difficulty in the elementary grades and comparing themselves unfavorably to some fellow student who seems to answer questions before the teacher finishes posing them, they become convinced that they cannot and will never be able to do mathematics.

Since most people do not have first-

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ANXIETY: What You Can Do About It

hand knowledge of how mathematicians really work, they develop other myths. They believe, for example, that people who are able in mathematics do math instantly; find mental arithmetic easy; and more importantly, come up with the right formula or the right approach after but a moment or two of thought. Thus, when their own—however brief—reflections on problems do not give rise to such immediate solutions, they panic and stop working. They do not learn to flounder constructively, to try many different approaches. Consequently, when a helpful teacher suggests they spend just a little more time on a problem, they are without resources. The use of timed tests—about which more will be said later—only reinforces this view that good work in mathematics is instantaneous.

A third myth—and one that is of particular interest to those who are trying to attract more girls and women into mathematics—is the idea that mathematics is a male domain. Math educator Elizabeth Fennema and psychologist Julia Sherman have studied this notion extensively, and Lynn Fox discusses it in some detail in a new book entitled *Women and the Mathematical Mystique*.[3] For some girls the fear of being good in math is just as paralyzing as the fear of being dumb in math. Many take the route of avoidance; others stay in elective math classes but try to be as invisible as possible.

Inadequate Out-of-Class Experience. Some children and adults practice mathematics all the time. In George Pólya's words, they "think about the world mathematically," wondering, for example, as they take off in an airplane how the rate of acceleration could be calculated. Others are encouraged at home to learn problem-solving skills by playing chess or handling mechanical challenges. Still others, especially those involved in athletics, develop good spatial sense—tracking a ball with their eyes, figuring out its probable trajectory, and getting themselves in precisely the right spot to catch it.

It appears, again from the math autobiographies, that other children, including many of those who have trouble learning math, do not have such experiences. Girls in particular are not given the kinds of toys that develop skills in building, problem solving, and spatial visualization.

The whole area of spatial skills is under study, but it is interesting to note that spatial skills—however necessary or useful they are in some fields of mathematics—are not explicitly taught in the lower grades. One of the recommendations people like me are making to the education community is that spatial skills be considered basic skills and that ways be found to teach them.[4]

Language, Mathematics, and Mistaken Meaning. In the case of many girls—and some boys—their advanced verbal skills may present problems for them in mathematics. Some words used in math have so many connotations that they seem ambiguous to students who are interested in and responsive to language. For example, several highly verbal young women have said that words like *of*—meaning *times* in fraction multiplication—"always seemed to us to mean *divide*, so we had to stop and try to remember what *of* really meant in mathematics." Similarly, in a recent survey of mathematically naive college students, most of the students guessed wrong when asked to select which of two variables in a simple function (e.g., $y = 4x$) would be the "independent" one. They guessed *y* because "it is standing out there alone and by itself."

Other students never learn how to *read* mathematics. Trained on nonmathematical texts to skim and to follow verbal cues, they find themselves "studying math" but not remembering what they read. In the math clinics springing up in colleges around the country, considerable attention is paid both to the special language of mathematics and to learning how to read math texts.

Stress in the Classroom. Many students who develop a fear of, and a hostility to, the study of mathematics, recall the pain and stress they experienced in mathematics classes. Their memories usually center on "going to the blackboard and revealing their stupidity," timed tests that made them too nervous to work, frequent quizzes with inordinate attention paid to getting the right answer, teachers' concern about students' cheating, and excessive competitiveness in the classroom.

The result of these experiences translates at some point in their growing-up years into a negative picture of themselves in relation to mathematics. They do not trust their intuition. They worry about making mistakes and are unhappy when they make them, not realizing how much they can learn about their own thinking and about mathematics by looking closely at their errors. They are hard on themselves—demanding sometimes even more than the teacher demands—and they feel threatened by having to perform in class or in the outside world when it comes to handling numbers or solving problems.

In order to "recapture" such people into mathematics, more than remediation is necessary. Indeed, according to people who have worked with ex-math students at the postsecondary level, simply putting such math-rejectors back into the same environment that generated their fears and panic does them no good. Instead, in a variety of ways, new programs in colleges and universities—100 at last count—are helping these people confront the reasons for their negative attitudes toward math, develop the skills they need, and come back into mathematics with new confidence and motivation.[5]

Teachers at the elementary level who are not comfortable with mathematics owe it to themselves and to their students to undergo a similar process of confronting the sources of their own discomfort and continuing their own education in mathematics.

Teachers and counselors at the junior and senior high school levels need to counteract the myths and negative

attitudes students bring with them, not simply by mouthing truths about the utility of mathematics and the appropriateness of math for girls (and for minority students as well), but by demonstrating by their own knowledge and behavior what these truths mean. For example, counselors ought to be able to reach for the daily newspaper and show students accurately and with enthusiasm how graphs, projections, ratios, probability, and mathematical models are being used in business, public policy making, and everyday life. To do this, of course, counselors who haven't had training in mathematics or who are not comfortable with math themselves will need first to improve their own abilities and attitudes. Young people are quick to sense when advisers are not taking their own advice.

In addition, elementary and secondary teachers might collaborate with one another to find ways to teach the following:

- How to read mathematics. Comparing the language in a math textbook to that in a recipe or in the instructions on a do-it-yourself kit helps students understand that they must try out their new knowledge and not move on to the next statement until they have understood the previous one. In the same way, they should not just *skim* a mathematics text. Indeed, even the word *read* may be inadequate when referring to the mental processes of absorption necessary to comprehend math and science information. The words *elaborate* and *enlarge upon* may be more appropriate. It is not enough for students to pass their eyes across the text; they must work with it in much the way one would solve a crossword puzzle.
- How to develop the spatial skills of visualization and orientation. These give students the option of sketching a problem when just thinking about it does not lead to any clues.
- How to use formal thinking processes and notation in dealing with abstractions.
- How to approach problem solving systematically.
- How to flounder constructively. This is perhaps the most important skill of all: what to do when you don't know what to do—how to keep going, try out new ideas, substitute different numbers, enlarge upon the problem, and thus hold at bay the ever present tendency to quit.

In addition to these skills, teachers can nurture confidence in students by permitting them more latitude in pacing themselves, in setting their own goals, and in having at least some opportunity to avoid working under time pressure.

Many of those who learn to dislike math are, in my view, people who should be called *divergent thinkers*. These are imaginative, inventive learners who have never realized that they can use skills they already have to learn math. In some math clinics, instructors are exploring methods—some of which may be applicable to elementary and secondary classrooms—to keep these divergent thinkers interested in their math assignments. For instance, instructors might ask students to locate as many ways as possible to solve a problem and give credit for imaginative and multiple approaches. Or they might ask students to consider the problems they are working on and, if they are comfortable with writing, to write about the issues that these problems suggest to them. Instructors might ask, for example: What other problems does this problem remind you of? If you were to change some of the numbers in the problem, what would be the effect? How many of the numbers could you change without making the problem absurd?

For those who are comfortable with verbal learning, instructors in math clinics suggest additional sources they can read. For people who like to read about a subject before they actually sit down and do it, histories of mathematics or books about applications may stimulate interest and a desire to learn.

Using a "math-by-committee" system developed by some of the new intervention programs, instructors encourage students to collaborate. It takes college-age students and adults some time to learn how to do mathematics together because they have been socialized to work competitively and alone. But they are good peer tutors, and such collaborative techniques relieve much of the stress in learning mathematics.

Instructors in math clinics also encourage students to watch out for *disabling* behavior. Perhaps this consists of nothing more serious than bad habits its students have that keep them from enjoying or persisting at mathematics. Several techniques can help forestall the development of such behavior. Students who are old enough to have some distance on themselves, for example, can keep a math diary in which they list all the times they use math during a week as well as describe how they *feel* when they encounter these situations. The math diary can help prevent students from talking themselves into failure: "This is the kind of problem I can never do." "If I don't get this problem right, I'll be angry with myself." "This was too easy; getting it right doesn't really increase my confidence."

Instructors in math anxiety clinics may also let students choose their own texts because they find that one au-

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Sources

The Institute for the Study of Anxiety in Learning, with the financial support of the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, has produced four manuals on mathematics anxiety and related subjects.

- A *directory* of some 100 postsecondary programs around the country
- A *resource manual* for counselors and math instructors on techniques for reducing math anxiety
- A *self-assessment kit* to help students (17 and older) understand their reasons for avoiding or doing badly at mathematics
- A *bibliography* of available publications, films, and videotapes.

For ordering information, write the Institute at the Washington School of Psychiatry, 1610 New Hampshire Ave., N.W., Washington, DC 20009.

Several films and videotapes for both teachers and students are available to schools on the subject of girls and mathematics. These include *The Math-Science Connection*, a film produced by Lenore Blum at Mills College, and *Multiplying Options and Subtracting Bias*, a series of four videotapes produced by Elizabeth Fennema at the University of Wisconsin through grants made available by the Women's Educational Equity Act Program. For information on purchasing or renting these materials, write Education Development Center, 55 Chapel St., Newton, MA 02158 or call toll-free (800) 225-3088.

YOU KNOW WHAT I THINK YOU HAVE, SIR? YOU HAVE "MATH ANXIETY"
IF I ASKED YOU HOW MANY WAYS THAT NINE BOOKS COULD BE ARRANGED ON A SHELF, WHAT WOULD BE YOUR FIRST REACTION?
AAUGHH!
2-21
SEE? YOU HAVE "MATH ANXIETY"
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Schulz

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thor's style or point of view does not match all of their students' needs. Indeed, some students find that a subject that was previously opaque to them can be clarified simply by consulting another author.

Many educating and governing institutions will have to work together if efforts to alleviate math anxiety among young women and men are to pay off. At the federal level, debate focuses on whether resources should be put disproportionately into studying the causes of math anxiety or in developing effective interventions to relieve it—regardless of cause.[6] In my view, researchers, teacher educators, and interventionists all have important roles to play for which resources will be needed. So far, with only one or two exceptions, schools of education are doing little work in this area. In my opinion, this will change as they appreciate the extent of the problem.

Local school districts have an important function in developing programs to recapture students who dropped out of math early in their high school careers. At the Institute for the Study of Anxiety in Learning, we are proposing a twelfth grade "experience" with mathematics designed to recapture those who dropped out of math after ninth or tenth grade. It would combine the following elements: direct confrontation with the students' reasons for avoiding or disliking math; exposure to the usefulness of mathematics; and mathematics instruction as review, enrichment, or extension of what students already know.

Tentatively entitled "Last Chance Math," the experience may not bring students up to the level they would need to reach in order to take college math, but it will give them a chance to improve what skills they have. The experience will benefit those who are not college bound by preparing them for many of the entrance and placement examinations they may encounter in trying to get a job. These are heavily weighted in favor of students who have mastered algebra and geometry.[7]

Technically, the twelfth year is not the last chance students have to study mathematics, but what we know about their behavior suggests that an opportunity to have another look at mathematics may give them the confidence they need to take more math later on.

In order to be successful, Last Chance Math would have to be supported by school administrators, math instructors, teachers in nonmathematical fields, and counselors.

The role of the counselor is crucial, not only in selling the idea to students but in participating in the experience itself. Because they are trained to listen closely and to guide students' reflections about themselves, counselors play a role in almost all the postsecondary math clinics. To be sure, high school counselors have little surplus time; but with administrative support, they can assist with the project.

While the *causes* of mathematics avoidance and anxiety may vary by sex—girls having less pressure on them to remain in math and more of a self-image problem if they do—the *cure* for mathematics avoidance and mathematics anxiety may turn out to be the same for boys and girls. According to a recent study of several "remarkable high schools"—remarkable in that they had at least 40 percent of their Advanced Placement math classes filled with girls—the factors accounting for these schools' success in keeping girls in mathematics had little to do with explicit marketing of mathematics for girls. Rather, these were schools where mathematics was presented to all students as important; where mathematics instructors worked together to plan interesting programs; where students had opportunities to make up math they missed, either by taking two math courses (such as geometry and algebra) at the same time or in summer school; and where the school community took pride in its mathematics achievement.[8]

What began, then, for many as a feminist interest in seeking equity for girls in their occupational choices has become a more general interest in seeing all students take more math. Teachers, more than any other group, can help achieve that goal. □

References

1. Education Commission of the States. *A National Assessment of Achievement and Participation of Women in Mathematics.* Denver: the Commission, 1980.
2. Lucy Sells. "Mathematics: A Critical Filter." *The Science Teacher* 45; No. 2, February 1978.
3. Lynn Fox, editor. *Women and the Mathematical Mystique.* Baltimore: Johns Hopkins, 1980.
4. Drs. Nancy Cook and Mildred Kersh, Mathematics Education Department, University of Washington, Seattle, are doing important work on teaching spatial relations.
5. For a detailed directory of such programs, see the box that appears with this article.
6. For a discussion of this debate, see Sheila Tobias and Carol Weissbrod. "Math Anxiety: An Update." *Harvard Educational Review* 50; No. 1, February 1980.
7. Joseph Watson. "Parents, Protect Your Children's Future: Get Them to Take Algebra and Geometry," San Diego: The Partnership Program in conjunction with the Third College, University of California at San Diego, n.d.
8. Patricia Lund Casserly. "Helping Able Young Women Take Math and Sciences Seriously in School." *New Voices in Counseling the Gifted.* (Edited by Nicholas Colangelo and Ronald Zaffrann.) Dubuque, IA: Kendall/Hunt, 1979.

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DIFFERENCES

- Some petals on the daisies are broken.
- Some petals are different shapes.
- Some are crowded together; some stand apart.
- Not every petal is the same size.
- No one petal is perfect.

Yet, the whole is beautiful!

__ Do you view all the children in a class in the same way?

__ Do you believe children can see differences in themselves and others in positive ways?

__ Do you have some hesitations or fears about dealing with differences?

__ Do you find it hard to introduce diversity when it is missing in your classroom?

__ Do you want to try opening up to differences—you and your students together?

Developed by **JUDY BERNSTEIN,** *Teacher, Language Delayed Program, and* **JUDY SINGLETON,** *Intermediate Resource Teacher, Fairfax County, Virginia, Public Schools, and* **MILDRED WRIGHT,** *Fourth Grade Teacher, Prince George's County, Maryland, Public Schools, with the cooperation of* **MILLIE RILEY,** *Free-lance Writer and Editor, Washington, DC.*

ARE OK!

An Introductory Unit with Five Lesson Plans for Sensitizing Children to Differences

Depending on how you answered the questions on the previous page, you may already be thinking about how important sensitizing children to differences can be. You may already know that helping children to understand others will be crucial to their futures.

You may have children with different racial or cultural backgrounds or children with different physical or mental abilities in your classroom. You may want to raise the consciousness of all the children in the class to the diversity around them. This unit can be a beautiful beginning to a school year—a way to get to know students and help them to appreciate each other.

Focusing on differences can help children understand and respect the strengths and weaknesses in others and in themselves. With this new confidence, children begin to feel that it's OK to be different.

This unit is one you can expand or adapt to meet the needs or level of your class. A planning page at the end of the five lessons—each of which takes about 45 minutes of class time—is purposely left open-ended to encourage you to add your own ideas.

"Differences Are OK" might be the start of a "curriculum for caring," which child-advocate Urie Bronfenbrenner says could make a tremendous contribution to our schools today.

Tips on Getting Started

1. Read the five lesson outlines.
2. Identify your own expectations for the unit before you begin.
3. Prepare students for the unit by talking about "caring" and being "open." Let them know that everyone will participate, that no one will get a grade for these activities.
4. Set some rules for how you'll explore differences together without being judgmental about anyone's ideas.
5. Create a special classroom environment during this unit by arranging desks or chairs for the class more informally than usual.
6. Use materials that make the lessons seem eventful rather than just more regular schoolwork.

LESSON 1

Focus

Differences in people are all around us.

Materials

Enough paper plates for the entire class.

Introduction

Ask students to jot down on paper or call out one- or two-word responses to the following words: *white, old, fat, Spanish,* and *deaf.* Before you begin, tell students that—

- There are no right or wrong answers. All responses are acceptable.
- Everyone may respond differently to the words because we are all different, with different experiences and thoughts that influence the way we act, react, and feel. On the other hand, everyone may respond similarly because people are much the same, despite differences.

List and discuss the responses.

Repeat the exercise with five more words: *black, short, blind, wheelchair,* and *thin.*

Activity

Pass out paper plates marked with duplicate pairs of numbers (or letters). Have the children with the same numbers on their plates work together. Ask each twosome to write down three observable differences about each other. Then ask them to interview each other about their ethnic backgrounds, favorite game or food, rank in family, biggest problem, secret wish, what they'd like someone to say about them, where they live, what they like best in a friend, one thing they do really well, and anything else they think is important to know.

Share the findings, celebrating and noting how different we all are.

Display the paper plates on one wall of the classroom as a giant flower. Have some students add stem and leaves (such as those on one of the daisies on the first page of this unit) to complete the picture of your class as a beautiful whole made up of differing parts.

Sum Up the Lesson

Invite the children to talk about what they've learned today. Direct the discussion toward the following points:

- We are each different and alike in many ways.
- We can see some differences, we can learn about some, and we have feelings about some.
- The differences each of us possesses make each of us unique.
- Despite the differences among us, we can all be kind to one another and work together in our class.

Continue the Lesson

Ask for volunteers to plan activities that can help the class remember all year long what we learned today. For example, the volunteers might suggest that the class send get-well cards to class members who are sick in the hospital. (Note: This activity can provide an opportunity to pair up children who would benefit from working together.)

LESSON 2

Focus

Differences come from somewhere.

Materials

Large map of the world, map pins, three large pieces of brown paper.

Introduction

Ask students where they were born. Bring out a large map of the world. Give each student a map pin on which to write the state or country in which he or she was born. Let each child in turn stick his or her "roots" pin on the map. Note any clusters or matches. Use this as a springboard to talk about why we are different. Help the children see that—

- Some differences relate to people's birthplaces.
- Some differences are learned.
- Some differences result from circumstance, accident, or illness.

Activity

Tape up three large pieces of brown paper to the chalkboard. Label each with one of the three differences mentioned above. Ask three students to be recorders at these sheets.

Have the children look at the paper plates (from Lesson 1). Ask each in turn to pick a difference from one, classify it under one or more of the three headings on the brown paper sheets, and then tell why he or she made that choice. Ask for class reaction. Point up differences that might be listed under more than one heading.

Display the three charts somewhere in the room where students may add to them when they have new information.

Sum Up the Lesson

Lead a discussion on what the children learned by this exercise. Help students to see that—

- People are different for reasons.
- Knowing about these reasons helps us to accept or understand our own or other people's differences.

Continue the Lesson

Ask for three to five volunteers to role play several differences people have for the class's reaction during Lesson 3. Help these students to prepare for the lesson by discussing with them their role-playing assignment. The following are some examples:

- Bobby, who has only one arm, tries out for the baseball team.
- John is the only boy at a birthday party.
- Maria joins our class but can speak no English, because her family recently immigrated from Cuba.

LESSON 3

Focus

We all have feelings about differences in ourselves and others.

Materials

Large gummed adhesive labels, a pair of glasses that distort vision, old newspapers and magazines.

Introduction

Ask the class if the following statements are true or false:

- People who are in wheelchairs during the day get out of them at night to go to sleep.
- Boys are smarter than girls.
- Blindness is contagious.
- Foreigners who don't speak English are dumb.

Tally the children's responses by a show of hands. Direct a discussion of the answers to such questions as: Do we have any funny ideas about differences? Do our beliefs influence feelings we have about being different? Do we project our feelings toward people who are different from us?

Activity

Invite the children to experience some differences. Call on student volunteers to role play their situations before the class.

Pass out the gummed adhesive labels you've prepared titled "I Feel . . ." to the children who played Bobby, John, and Maria. Have each one fill in the blank on the label after completing the role playing. Let the three "wear" their feelings on their shirts or dresses.

Discuss with all the children how they felt during the role playing. Try a few other role-playing activities. Let volunteers act out the following:

- Put on a pair of glasses that distort vision and try to read aloud an assignment on the board.
- With one arm tied behind the back, try to put on a coat and boots.

Discuss with the class how they felt watching these experiences.

Put up on the wall a large sheet of paper that is blank except for the heading "I Worry About How I'm Different from My Classmates." Provide a pen. Encourage the students to write down their feelings.

Sum Up the Lesson

Help the children understand that—

- Our knowledge about and firsthand experience of differences in people influence our attitudes and feelings about those who are different from us.
- Feelings are real. Some are positive. Some are negative.

Continue the Lesson

Ask for volunteers to clip from old magazines and newspapers pictures that show a multitude of differences in people. Have the children make a montage of these.

LESSON 4

Focus

Differences are OK—taking a positive look.

Materials

Tape recorder, blank tapes.

Introduction

Bring out the tape recorder. Gather the children in a circle and ask them to speak into the mike negative remarks they've heard about people's differences. For example: "You can't read anything." "Doesn't your mother ever buy you any new clothes?"

Record for a few minutes. Then play back the negative comments.

Ask the children to record again, this time recording only positive comments. For example: "I like your shoes." "I like to hear you say something in Spanish." Now play back the positive comments.

Ask the children which they enjoyed more—giving and listening to negative comments or giving and listening to positive comments.

Discuss the giving of compliments. What is a compliment? When is it appropriate to say how we feel? When not?

If time permits, record another round of compliments. Kids often need practice in being nice.

Activity

Ask each member of the class to pretend that he or she is on a deserted island and can have one companion. Put on the board this open-ended statement: "I would like to have as a companion someone who is _____."

Let each child fill in the blank and explain why he or she selected a particular trait. Write the responses on the board.

. . . funny (to keep up my spirits).
. . . a fast runner (to catch game to eat).
. . . a good cook (to fix meals).

Children should develop the idea that society needs people with different qualities or skills. (Note: In this discussion, children will probably not mention wanting to have as a companion someone who is pretty or handsome. If that is the case, point this out to them and have them discuss this omission and the reason for it.)

Display the montage the previous day's volunteers created. Mount it on cardboard and cut it into a circle. Caption the reverse side: "Differences Are OK" and hang it from the ceiling.

Sum Up the Lesson

Lead the children in a discussion that brings out these ideas:

- Differences in people make an interesting world.
- We can look at differences either positively or negatively.
- Making others feel good by complimenting them takes awareness and practice.

Continue the Lesson

Ask for volunteers to suggest ways to work together that draw on our differences and make our class more interesting and exciting throughout the year. For example, the volunteers might suggest that students report to the class whenever they see or meet someone who is different, always keeping in mind that a positive attitude is better than a negative one.

LESSON 5

Focus

Planning helps us work and play together—despite our differences.

Materials

Magazine pictures that have been cut up like pieces of a jigsaw puzzle.

Introduction

Divide the class into groups of four or five students. Give each child one piece of a puzzle (magazine pictures cut into jigsaw designs). Ask each group to put together its puzzle. When they begin to complain that nothing fits, then admit that you failed to keep the pieces that belonged to a given picture together—that the parts of all the pictures are mixed up together. Then discuss with the students how you should have planned for this activity. Emphasize situations in which differences can lead to discord and how people can anticipate these situations and plan for harmony.

Activity

Invite to class an older child who handles some distinct difference well. The child may have a hearing impairment or may be a Black child in a predominately White school or a White child in a predominately Black school. Have the children prepare in advance some questions to ask the guest—questions that cover points such as—

- Details about the difference—what it is and how it affects the guest's day-to-day life.
- The guest's feelings about coping with the difference.
- The problems that exist as a result of the difference.
- Ways others have helped the guest to overcome or accept the difference.

Then divide the class into groups of five students each (with the guest joining in). Have each group brainstorm for 2 minutes on the topic: "All the things around our school that involve planning for people's differences." Let each group report to the entire class so that the groups can compare lists. Give points for those observations that only one group identifies.

Discuss how planning for differences might affect how students with differences feel about this school and how visitors with differences who come to the school feel about the school. What happens to fears in a place where people have planned for differences?

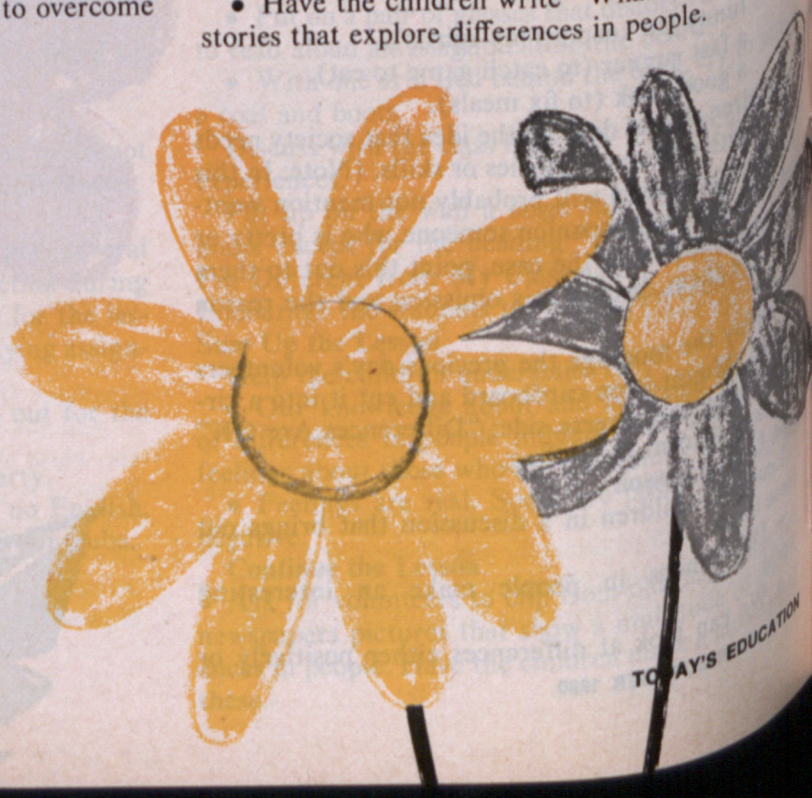
Sum Up the Lesson

Pulling together all the points from the previous lessons, discuss these ideas:

- It takes planning to bring differences into harmony.
- Differences are OK. Let's build on them.

Continue the Lesson

- Have the class put up an ongoing bulletin board that each week features a different student in the class who plans and develops a display "All About Me." (This can be a good activity to involve parents.)
- Have the students start a class scrapbook with a section for each child. From time to time, each might record a unique event in his or her life (the arrival of a new brother or sister) or an event he or she shared with classmates (winning a relay race in the school play day).
- Have students learn and use in class phrases of greeting and politeness in different foreign languages.
- Have the children write "What if I Were . . ." stories that explore differences in people.



PLANNING PAGE

Put down your own ideas for using "Differences Are OK."

Goals for this unit.

1.
2.
3.

Rules for openness we develop as a class.

1. No judging.
2. Repeating is OK.
3.
4.
5.

Vocabulary list I might share with the children.

1. Handicapped
2. Disabled
3. Minority
4. Ethnic
5. Retarded
6. Gifted/Talented
7. Stereotypes
8.
9.
10.

Sources of help and support in starting this unit.

1. Local organizations for handicapped
2. School principal
3. Special education teacher
4. School nurse
5.
6.
7.
8.
9.
10.

Books and periodicals to give me ideas and direction

Brandt, Ron. "On Families and Schools: A Conversation with Urie Bronfenbrenner." *Educational Leadership,* April 1979, pp. 459-63. (Schools as bridges to community and parents instead of breeding grounds for alienation.)

Cleary, Margaret E. *Please Know Me As I Am: A Guide to Helping Children Understand the Child with Special Needs.* 1976. Jerry Cleary Company, 25 Ronald Road, Sudbury, MA 01776. (Teacher experiences with accompanying children's writings and art. Bibliography of readings annotated by age level. List of resource agencies.)

Orlick, Terry. *The Cooperative Sports & Games Book: Challenge Without Competition.* 1978. Pantheon Books of Random House, Inc., New York. (Practical ideas for revamping game playing that permit all kids, whatever their differences, to succeed and have fun.)

Valett, Robert E. "A Humanistic Rationale." *Humanistic Education.* 1977. C.V. Mosby Company, St. Louis, MO. (Human development base and educational theory as background for teaching this unit.)

Books to read to young children

Cheng, Hou-Tien. *The Chinese New Year.* 1976. Holt, New York. (Explains a variety of Chinese customs.)

Cohen, Miriam. *When Will I Read?* 1977. Greenwillow, New York. (Illustrates that we all learn and grow at different rates.)

Cornish, Sam. *Grandmother's Pictures.* 1976. Bradbury, Scarsdale, NY. (Provides a sense of continuity and security for a young child.)

Delton, Judy. *Two Good Friends.* 1974. Crown, New York. (Illustrates respect for different talents.)

Erodes, Richard, editor. *The Sounds of Flutes and Other Indian Legends.* 1976. Pantheon, New York. (Illustrates colloquial stories by Native Americans.)

Payson, Dale. *Almost Twins.* 1974. Prentice Hall, Englewood Cliffs, NY. (Leads to talk about rivalries, feelings of not measuring up, and ways to look for everyone's uniqueness.)

Wolf, Bernard. *Anna's Silent World.* 1977. Harcourt, New York. (Portrays the life of a deaf six-year-old.)

Meet Janis Hill

At about 11 o'clock every Wednesday morning, Janis Hill gets into her car at the Palm View Elementary School and drives to the Cresthaven Elementary School, where she works for the rest of the day and the rest of the week. Janis Hill is a physical education (PE) teacher.

Every day Janis Hill instructs from eight to ten 30-minute classes in the Pompano Beach, Florida, schools. She teaches about 1,000 students a week. Some of her classes are small groups of emotionally disturbed or learning disabled (LD) students.

What is a good elementary PE program like today? What adaptations are needed to fit a PE program to special students? How can PE teachers and classroom teachers help one another? These are some of the questions that led Today's Education *to interview Janis Hill. Jane Power, staff writer for the magazine, conducted the interview.*

Sports often involve competition, which some people now consider a less valuable attitude than cooperation. How do you handle cooperation and competition in your classes?

I enjoy watching proper competition among children, but I think it has to be taught. Otherwise, competitiveness leads to big problems in high school or even as early as middle school.

What would you consider proper training for competition?

I start out in the early grades with large groups working on basic skills. Children learn to work together as a group, maybe in just a simple circle game. They learn how to be patient and cooperate by taking turns.

As we get into games, I never say to a child, "You're the winner" or "You're the loser." I don't want children to learn winning and losing; I want them to learn sharing and having fun.

By the time they get into the intermediate grades, I start to build on the skills they've learned; for example, kicking a ball becomes dribbling a ball.

Starting in about third grade, I organize students into teams, but I don't give scores. I make that unimportant. Of course, some children who are competing in Little Leagues want scores. To avoid problems, I often stop games when the two sides are even. I do this throughout third and fourth grades, unless the class seems especially mature.

Usually in fifth grade we'll get into winning and losing. If the children have learned patience and cooperation from their previous years of PE, losing won't be devastating to them. They'll say, "We had a good time; you only beat us by one." Some classes will still have problems about winning and losing, and there's always the child who'll say, "We creamed you." But I try to inculcate in them attitudes of healthy competition.

Choosing up sides has been the bane of a lot of people who remember being left until last.

I do not permit the students to choose sides. I line the children up and alternate ones go on alternate teams. Two friends will think they're going to outsmart me by sticking someone in between them, but I'll change the numbering.

In this way, students really don't have the chance to scorn the heavy child or the uncoordinated child. I haven't seen a lot of cruelty in my classes anyway. There's an occasional "Oh, he can't do it." Then I say, "Well, he's on your team, so if you don't work with him, you're going to have a problem."

What do you do for children who are very uncoordinated?

When I see children who need extra help, I put them in one group and pay more attention to that group.

Often I can help uncoordinated children through simple games that involve the basic locomotor movements. At the same time the small group is getting more training, all the other children are strengthening their skill in, say, jumping.

I wish I had time to really work with those small groups. I'd like to bring together all children who need to work on particular skills, but it would be an impossible scheduling job.

I do teach a unit on playground equipment so that children will know how to use it to best advantage when I'm not around. Then when they're on the playground for free play, they can use the equipment to reinforce or develop their skills.

How has Title IX, forbidding sex discrimination in schools, affected your work?

I haven't had to change my way of doing things very much. I've always said, "We'll have a third base person, a second base person, and a first base person."

But I notice some little changes. In my class I say, "OK, line up." I don't tell students whether to make one line or two lines; they do it whichever way is normal for their class. Some of the classes that used to line up in twos—boys and girls—are now lining up single file, but some classes still line up in twos.

When I divide the students into teams, I divide them equally—boy, girl, boy, girl—for any kind of sport. The children have no problem with it—that's just the way it is.

Have the new attitudes toward women and sports changed your curriculum at all?

Years ago I would hear of PE teachers who let boys do one thing and girls do another: "Girls, you play jump rope because that's girls' stuff, and boys, you play football because that's boys' stuff." I hope that's not still going on.

I haven't changed my own curriculum because I dealt with the question of boys' and girls' activities years ago.

When I first began teaching, I ran up against a lot of "This jumping rope is girls' stuff" or "My mother said that if I don't have shorts on I can't play." Very few children will say such things any more.

When they do, I like them to answer one another's questions. Once when I heard one boy say to another, "Oh, jumping rope is for girls," his friend

replied, "You've never seen Muhammad Ali jump rope?" I realized that I didn't have to answer this kind of question anymore. The children could take care of it themselves.

Do you ever have a boys' team and a girls' team play against each other?

When somebody says, "Let us girls play against the boys," I always say, "No, we won't play against them. There's no reason to compete against them. We'll play together."

Have changes in public attitudes seemed to affect boys' and girls' attitudes towards sports?

I think so. Sports has become the thing to do, and I think that's improved students' attitudes toward PE.

With the rise in popularity of tennis and gymnastics, sports is becoming less a thing for male athletes only. We are now seeing beautiful women athletes. We've got super women golfers, bowlers, and tennis players; and the children know that, because they watch sports on television. It's becoming fashionable to be athletic—whether female or male.

What do you do with the children in a typical class period?

Time and schedules are always a big problem. Every 30 minutes I take a class through a whole cycle. I start with two or three minutes of warm-up exercises—something to build the arm strength, something to help the legs, something for balance. Then I have every child run a certain distance and back.

Finally, I give instructions for the day's activity, and we play. Afterward the children have to line up to go back to class.

All that has to take place within 30 minutes. When I'm finished with one group, the next class is waiting.

I don't even wear a watch anymore. I have a good idea of when the 30 minutes is coming to a close.

Does your schedule ever cause friction with the classroom teachers?

Sometimes problems come up. I can't blame a classroom teacher for being angry if the PE period is her only planning period, and I'm five minutes late taking the class. I understand.

Sometimes it takes a great deal of self-discipline for me to limit a class to 30 minutes. If a child has worked hard all period and finally has a turn at bat and just then I say it's time to line up, that child is not going to forgive me for a while. I have to make hard decisions in such cases, and I hope that the other teachers will understand my situation.

Do you think 30 minutes a week gives children enough PE?

I do not believe a child can have a sufficient physical education program in only 30 minutes a week. And it's really less often than that. If there's a holiday, then several classes miss PE that week.

How long would you say you ought to have with a given class?

I would like to see every child have 30 minutes a day of a good program of physical education.

Would you like to see the PE periods extended to an hour?

Not here in Florida. The heat is a problem. Starting in about March, the temperature gets to be 25, 30 degrees Celsius; 30 minutes of PE is all the children can handle. The heat becomes unbearable to me sometimes when I've been out for several hours, although I probably stand high temperatures better than most people.

Do the music and art teachers have schedules similar to yours?

Yes. I know one music teacher who teaches music in the high school early in the morning and then at 10:30 goes to teach elementary music. She switches from high school students to elementary school children every single day. I just look at her and shake my head. How does she adjust in the middle of the morning?

Does the switching cause any administrative problems?

It's difficult for principals, I think, to remember that a teacher has responsibilities in another school. A principal may forget that a teacher is working, not with 500 children in one school, but with 1,000 children in two.

Do you have any planning periods?

I have a 30-minute planning period in the middle of the day. But when I've been out in the sun for three-and-a-half hours, I can hardly—mentally or physically—bring myself to sit down and do lesson plans for the week.

The best I can do is just sit with a cold glass of water, relax, and get myself prepared for the next half of the day. But I've got to do those plans sometime, somewhere, and I do them at home in comfort after I have a shower and relax.

What has been the effect of PL 94-142, the Education for All Handicapped Children Act, on your work?

I'm glad the law is in effect. I had handicapped children in my classes before and was always sorry I had no chance to give them special instruction. Now the law says we *have* to provide a program for them. They're finally going to get an equal chance with everyone else.

I agree that most handicapped children should be with others of their own age. Children being together is a big part of physical education.

What special things do you do with students with learning disabilities?

I teach my learning disability classes the same skills that I would teach a normal class, but I give instructions differently. I go into more specific, detailed directions with them than I do with other classes. I demonstrate an action and have each child demonstrate it to me. Only then do I put the students in groups. I give them a lot more individualized instruction than I give my other classes because the LD classes are small.

Do you approach emotionally disturbed children the same way?

My classes of emotionally disturbed children are usually very small—about nine students. I use much stricter rules with those classes. If I didn't, I'd be asking for some very disruptive behavior. I can't give them the choices that I can give a regular class. The lessons are very structured. I leave no time for them to go off task.

I also require a little more physical exertion from the emotionally disturbed children. They wear out much more slowly than the others. I run them maybe three times as long as the regular class, and they are still lively.

With both the LD children and the emotionally disturbed children, I watch competition very closely. Rarely will I give them a score. I will say, "Well, we're tied." They are so enthralled with the actual play, that's enough for them.

What do you think is the effect of television on children's physical development?

This is a subject for discussion in our house. My husband is in cable television, which is very popular in South Florida.

I'm glad children are watching some

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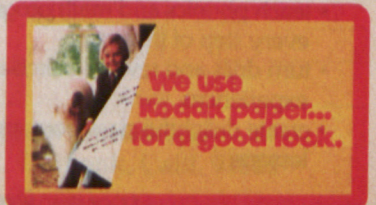

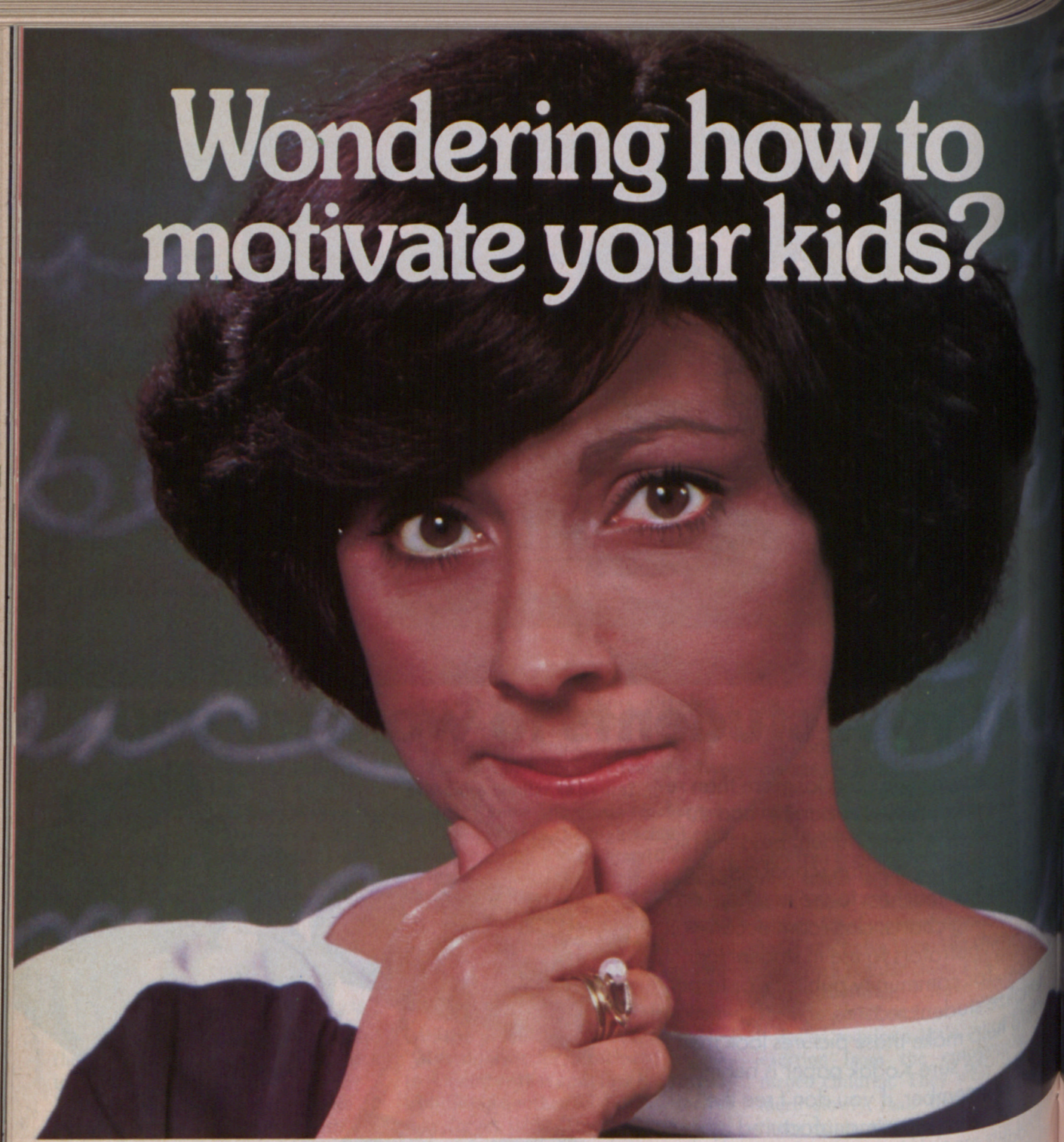

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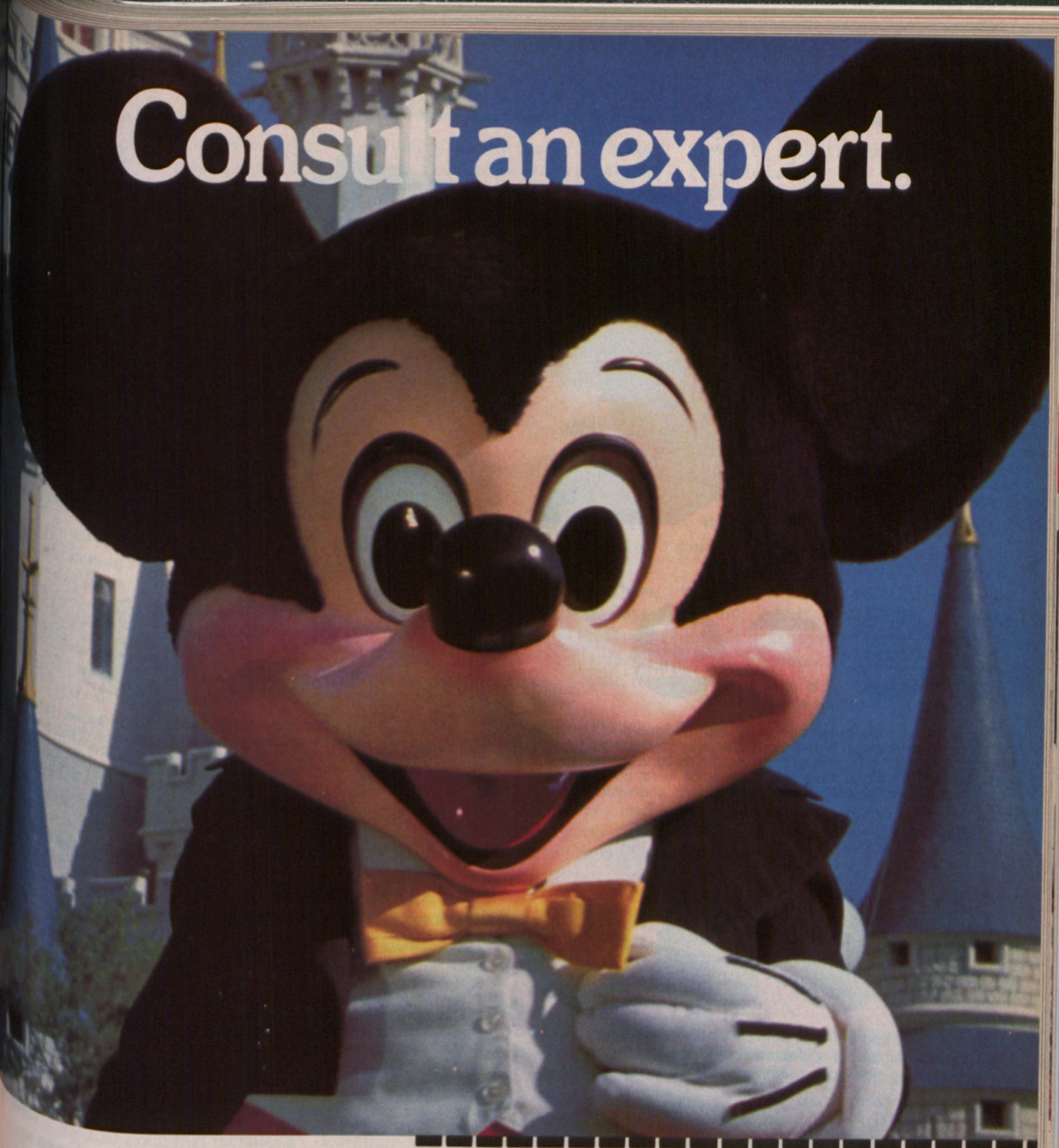

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television; as a child I always watched some television. But then my mother would say, "You've been in front of that thing far too long. Get yourself out in the fresh air—go play."

Parents need to use discretion not only about what children watch on TV but about how long they watch. Instead of sending their children out to play, parents today say, "Well, it's hot. Stay here and watch TV."

I look at some kids, and I know they haven't been outdoors. In South Florida, you can tell if a White child has not seen the sun. Some economically disadvantaged children in this area have never seen the beach, and we live very close to it. That's sad.

Do you have ways to help the classroom teachers in their work?

The teachers are very willing to ask me to work with them, and I'm very willing to do it. For example, our first grade teachers usually have a circus every year and ask me to teach a group of children to be acrobats or baton twirlers.

One time, a teacher asked me to help reinforce the children's learning of the alphabet. We started doing our jumping jacks exercise to the alphabet, and we've been doing it that way ever since. You can hear us for a mile when we do it; the children really enjoy it.

We jump rope to numbers, and we play a hopscotch that involves addition and subtraction. The children have no idea that they're doing math, but they think it's great, and so do I.

Do you do any work on the skills the children need in learning to read?

I am getting into that more and more.

All kindergarten and first and second grade children in Florida now receive a physical exam that includes a motor test. Children with motor problems get extra motor training, because we are finding that motor problems can affect their progress in both reading and math.

Do you ever work with classroom teachers on the problems of an individual child?

We do a lot of talking amongst ourselves. A teacher told me not long ago that she looks carefully at the grades I give children—for example, in behavior and cooperation—because they're usually the same as the grades she gives. That makes me feel good. It is important to me that the faculty recognize that I can spot a problem through physical activities, while they see it through mental activities.

Do you take part in school activities just as the regular classroom teachers do?

I've always tried to. I may be labeled a "special," but I have found that rapport is much better if we all work together. So I keep as active as I can on committees. In the past, I've been a representative from the faculty to the PTA; I've served with parents on safety committees.

If there's a committee or meeting or a project for the school, I'll volunteer. I'm now at the point where I think the classroom teachers treat me as just one of the group.

What attitudes toward PE teachers have you found among regular classroom teachers? Is there any idea that because classroom teachers deal mostly with the mind, they are a little bit better?

That idea is still rampant among some teachers in the district. I've seen signs of it in schools where I've taught. But over the years I've been very vocal, very active, sometimes belligerent, and the other teachers have learned to respect what I do and what I'm trying to do. I'm comfortable with my work relationships.

Even so, someone may say, "Oh, all you have to do for a lesson is say, 'This is a ball, this is a foot.' You've got it made."

Attitudes toward physical education teachers will be a problem for a long time, but they are improving. Number one, PL 94-142 requires screening processes and tests that are showing how important motor skills are to children's learning.

Do you work with the local teachers association?

Oh yes. It's the Broward County Classroom Teachers Association. I served on the board of directors for two years, and I served on the Political Action Committee in 1976.

I worked on the Grievance Committee and the Governmental Relations Committee. I've served on the women's caucus. There were times I slept in that office—a lot of that.

You don't get tired?

I'm not a good sitter. I've got to be out moving, doing something. It might as well be something constructive, and I rally to causes.

My husband is very understanding about it. Hours are not normal in the cable TV business either—and he knows he couldn't keep me down anyway, if it came to that. He's very supportive.

Then, too, the local association keeps me close to the problems of classroom teachers. I believe in working for the cause—for teachers, for the profession. We all teach children; no matter what our subject, we have that in common. If the teaching profession improves, physical education in the schools improves.

What is your goal in teaching physical education?

I'm trying to develop the ability of my students to work together and have fun and just play. I believe our first instinct is to survive and the second is to play. I believe it; I believe it. I like to play.

What is the greatest reward you find in your work?

My greatest joy comes when I've had a class since the first grade and I give them their physical fitness test and see how many improve.

Why did you choose to teach physical education?

I grew up in the country, and the only thing we had to do was sports. I can remember playing softball, kick the can, all those games, from the time I was in third grade. When I went to junior high, I got into gymnastics, and I loved it.

I was very fond of my teachers. They were enthusiastic about sports, and sports was something I seemed to be very good at. After speaking with my teachers about being a PE teacher, I knew it was that or nothing.

Why did you choose elementary teaching?

Originally I was going to teach high school. I remember saying to my mother, "Who wants to play all those little games and babysit those little people?" I don't know why, but I took certification for elementary teaching as well as secondary teaching. After student teaching, I decided elementary teaching was the place for me.

I've been teaching in elementary school ever since. It's refreshing, it's fun. I have a good time teaching. I love it. □

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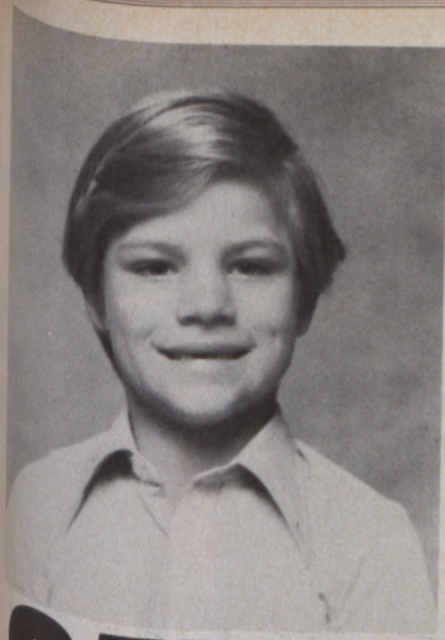

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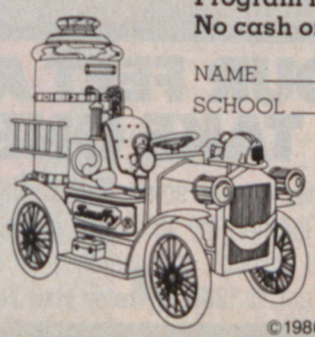

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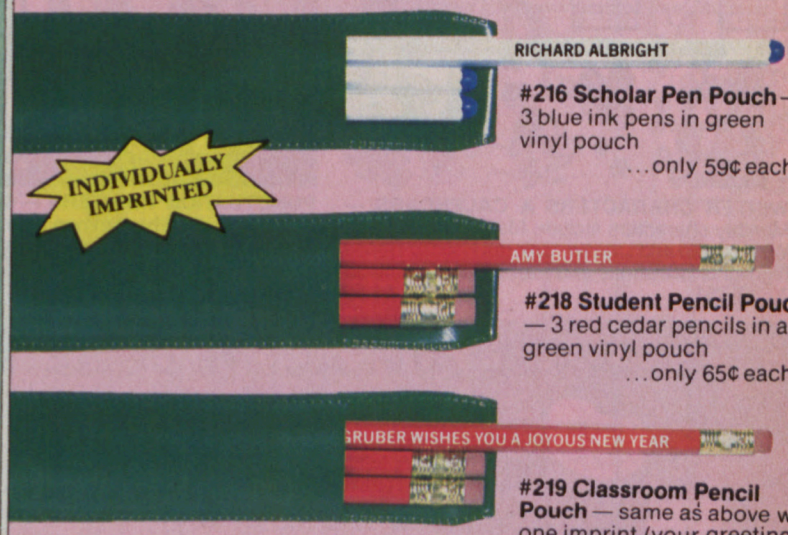

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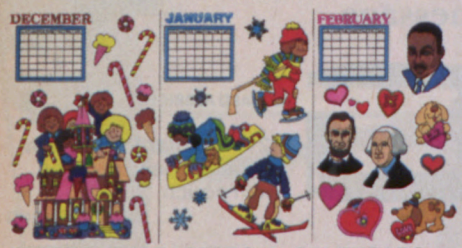

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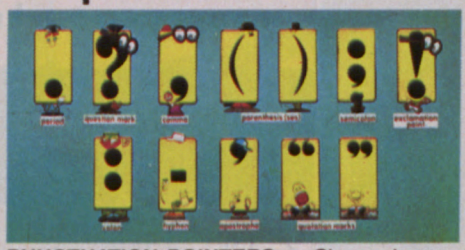

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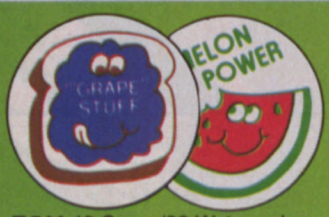

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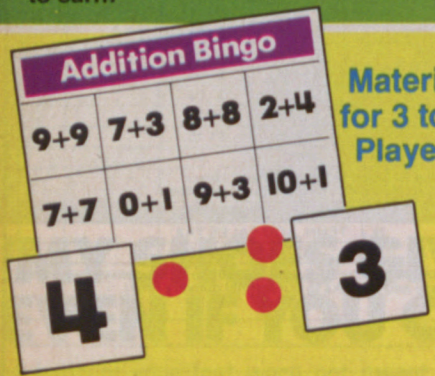

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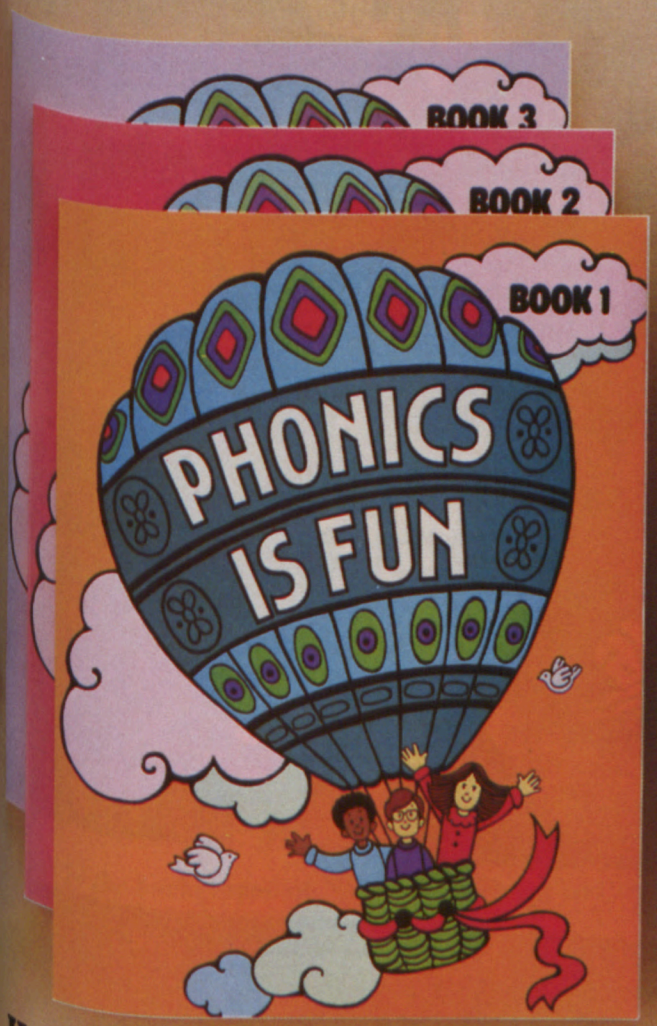

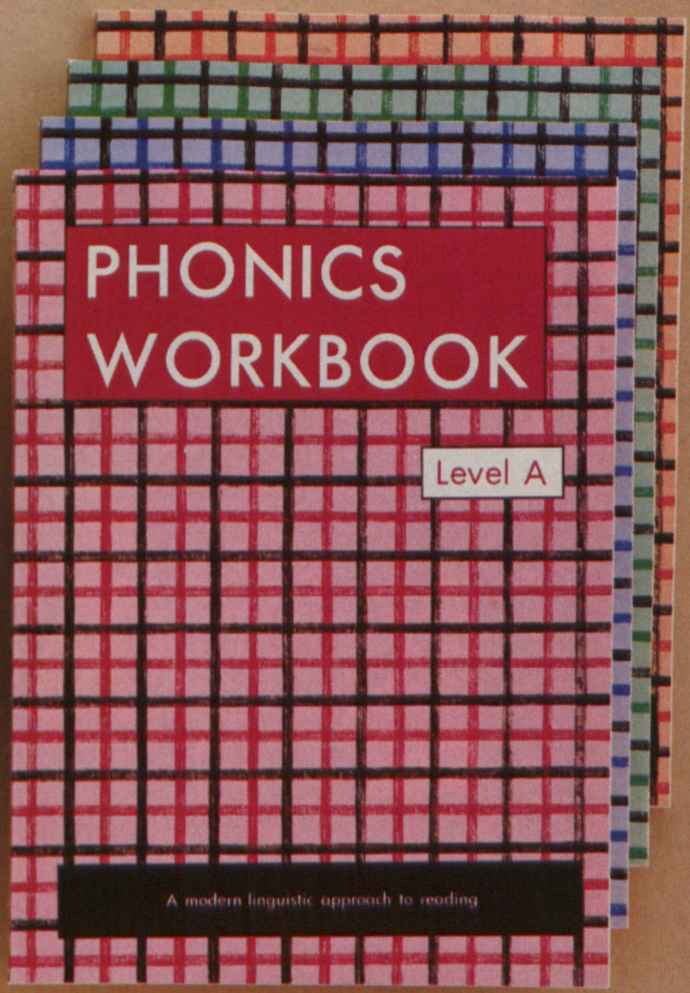

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SCHOOLS AND THE POWER OF TELEVISION

What are the real *dangers of television viewing for children? What are its potential benefits for their education? NEA Executive Director Terry Herndon is chairman of the National Council for Children and Television. Maria Robbins, Associate Editor of the Council's quarterly publication, asked him some questions on these subjects in an interview, portions of which are reprinted below. The original interview appeared in the Fall 1979 issue of* NCCT Forum, now Television & Children.

What is the background of NEA's involvement and concern with television?

Television has been a scapegoat for almost every adult's anxiety about what's happening to children. The 1.8 million teachers who are members of the National Education Association experience daily the anxiety, frustration, and trauma in the lives of children. They, like much of the rest of the population, think that television viewing is at least a partial explanation for the often difficult behavior of children today.

This criticism of television probably contains some truth, but it is not nearly so valid as many people believe it to be.

What is the NEA doing about the situation you describe?

The NEA has looked for ways to become a constructive influence on television programming. One thing we are doing is calling to the attention of America's teachers the television programs that might be useful in classroom activity. Research on a number of programs we have recommended this way suggests that classroom use of a television program significantly increases the audience for that program.

Further, through recommendations released to the general public, we make children aware of quality programs on television. A number of years ago we started recommending certain programs for viewing. Gradually the networks became convinced that an NEA recommendation significantly increased the audience for a program. Naturally enough, they now seek our recommendations.

Recommending programs no longer demands a great deal of initiative on our part, but rather judgment and the willingness to take some risks. We are interested in exposing children to quality programs; the networks are interested in increasing their audience. Those interests sometimes coincide.

Do teachers actually recommend that kids watch the programs?

Selectively. It's up to the individual teacher. When *Roots* and *Holocaust* were shown, many teachers built classroom activities based on those programs into their curriculums and assigned the programs as homework. In other cases, teachers merely call attention to a scheduled program. I'm sure some teachers ignore programs that are recommended.

Have you come across much resistance from parents when teachers assign children to watch certain programs?

Some. But a high quality program that deals with contemporary issues and attracts a lot of public attention would be seen in many homes anyway. Moreover, most American parents are very cooperative about assignments that children bring home from school.

A great deal of work is now being done to develop curriculums in critical viewing skills. What do you think about the need for this?

It is absolutely essential that we find ways to increase the ability of children to use television selectively and view it critically. A curriculum in critical

Terry Herndon, NEA Executive Director

viewing skills is worth experimentation in this area.

The power of television as a communications medium is awesome, and control over the medium inexorably tends to gravitate into the hands of relatively few corporate interests. Any situation in which economic power is the principal qualification for controlling such a medium is dangerous. Anyone with enough money can skillfully present an ideology to great numbers of people, and such concentrated control over programming could lead to intellectual tyranny.

The public schools, which are decentralized by law, are about the only institutionalized safety valve capable of preventing television programming from intellectually dominating the public. The schools need to inculcate into children a disposition toward critical thinking, an ability to evaluate alternatives, and a habit of consciously making decisions rather than passively accepting the messages delivered by this pervasive medium.

Our children need to be taught the skills of challenging, hypothesizing, inquiring, documenting, evaluating, and making intelligent choices. As I see it, they need these skills even more than they need critical viewing skills. They must be encouraged to create and not just absorb.

QUBE, an experiment with interactive television, plans to bring secondary and college-level courses into the home by means of the television set. What do you think of that approach to teaching?

I think it has considerable potential. Interactive television can be a very powerful instructional device. The NEA and I tend to think about television in two ways: on the one hand, as the sum of the programs that enter almost every home and some classrooms; and, on the other hand, as a technology. Obviously, linking television with computers to provide sophisticated interactive capacity makes it possible to do many things in the classroom that could never have been done before.

Television has great potential as instructional technology. It may be used for good or ill. There is, after all, a great deal of flexibility in what one does with any technology.

Then you are not worried about the prospect of a child's sitting at home and learning from a television set rather than learning in the classroom?

No. I'm pretty realistic about that. There are thousands of influences other than schools in the lives of children. Television is one. Interactive television might be another. The schools' challenge is to deal with children as they come to school, realizing that they are exposed to many influences outside of school. I expect that in the life of a child, the neighborhood, the community, even the family can be a far more destructive influence than an afternoon with television, interactive or otherwise.

What do you think about the tentative connection between heavy television viewing and declining English and math scores?

I know that television is at least a significant distraction in the lives of children, but there is some rather impressive evidence that television can be used to stimulate reading and to raise the level of interest in reading—albeit very selective reading. The effects are probably mixed.

We simply can't isolate television as a variable and describe its impact on children's behavior. I am regularly impressed by the profound changes in the social environment in which children live. Television is one part, but certainly not the whole. The typical child in our society has many, many choices of what to do with his or her time.

Life is much more complex than just going to school for a few hours, coming home to work for a few hours, playing for a few hours, and going to bed. Children today have access to transportation that enables them to escape easily from a community in which they are known to a world of anonymity. They have money to spend and places to spend it. They have television to watch. They have families that don't function in the way that families used to function. Twenty years ago it was quite realistic for children 10, 11, 12 years old to believe that once they mastered certain fundamental skills they would be employable. It is now virtually impossible for children to think realistically about employment until they are 17, 18, 19 years old, and even then it's difficult.

All of the incentives to master those fundamental skills have changed. The goals and rewards are abstract and long-range rather than concrete and immediate. I expect that these changes are more profound influences than the availability of television.

In some ways, I think children's attraction to television is an effect rather than a cause, although many people believe that television is the cause and all else is the effect.

One of the most often-heard criticisms of television

is that it presents an unrealistic picture of life. Many people think that as a result of watching television children are unable to distinguish between fantasy and reality.

Television certainly miseducates. The land of television in which major problems arise, unfold, and get solved in 25 or 30 minutes is a fantasy land. But I'm very cautious about reaching simple conclusions about causes and effects. I'd like to know why some children are more susceptible to delusion than others. I'd like to know what it is in the social environment of some kids that makes them so susceptible to influence by fantasy.

More than any other medium, television makes fantasy available readily, easily, inexpensively, and uniformly. Maybe many children have crossed the threshold of tolerance. But I think that the vast majority have enough experience with reality to offset their experience with television. Again, I consider the attraction to television to be an effect, not a cause.

Where do you feel the responsibility lies for monitoring how much television children watch?

There is only one place where it can be done—in the home. That does not mean that it *will* be done. The current direction of our social structure suggests that children will be subject to fewer and fewer adult controls at earlier and earlier ages. That's the way things are going.

There's no way the schools can change that, because they only have the children five or six hours a day. The schools can be only a part-time control mechanism and perhaps a partial antidote to whatever social pathologies children are exposed to in the balance of a 24-hour day.

What do you think government can do about the effects of television viewing on young people?

Here again, I don't think that government can be effective if it focuses entirely on the politics and economics of television distribution, fairness, and accessibility. Probably the most constructive things that government can do are to bolster the schools and to create opportunities for young people to be productive outside of what we have perceived traditionally as the school day.

Our governments—state, local, and national—have never really responded to the changes in society and the diminished economic roles of young people. We have never posed the question, "What does this mean in terms of governmental services and social order?" Never having posed the question, we have never discovered the answer.

What about advertising to children? Should it be banned? Is it really as harmful as some people say it is?

My view on that is not terribly popular with many teachers or most reformers. I think the whole issue is a red herring. Available data suggest that children spend more time watching adult programs than watching children's programs. Therefore, if you are going to control what is perpetrated on children by means of television, you'll have to look at a great deal more than children's programs and the hours that are set aside for children.

Certainly the popularization of sugar-coated cereals is bad, but in my opinion it is not nearly so destructive as some of the other aspects of television. Narcissism, materialism, the quick and easy answer, violence as a solution to problems—all are of much greater concern to me than attraction to sugar-coated cereal and silly toys. If we don't deal with these larger issues, I think we have really missed the boat, certainly as far as children are concerned.

What about the Saturday morning ghetto?

I have said very often that my biggest concern about children and television is the values reflected in the way children use time. There is some real junk on Saturday morning television, certainly. There is some real junk on Friday night television. But television generally delivers an array of choices. Some programs are constructive, and some programs are destructive. The great mass are at worst simply inane. They're probably not going to do anybody any great harm; they're just wasting a lot of very valuable time.

The challenge for our society, particularly for parents and teachers, is to enable children to make constructive decisions about using their time. To sit in front of a television set for four hours on Saturday morning and expose oneself to the absurdity and the inanity of whatever comes along is probably not so harmful in itself, but the children who do that will not have done what they might have done with those four hours.

Let's talk about television within the schools: Do you think that a lot of television sets in schools are unused?

Yes. It isn't only television sets; it's hardware in general. The schools in many cases are not well managed or well directed. Decisions are often made by people who will have virtually nothing to do with carrying them out, that is to say, by people other than teachers.

Television is particularly difficult to use in the classroom unless the school has the resources to provide a wide array of programs that teachers can use on a flexible schedule. The typical elementary school teacher who is trying to lay out a flow of work over a 40-week period does not have any particular interest in, or need for, a piece of film at 10 o'clock on a Tuesday morning just because that's when it happens to be scheduled on ETV. If that particular program on Tuesday morning is not in some way related to what has happened in that class on Monday and what

is planned for Wednesday, it is simply a distraction from the flow of events.

In most cases, a school can get some federal or private money to purchase a piece of equipment, but without a constant flow of money to support the utilization of that equipment, it will sit around unused.

When a school district is strapped for money, as most seem to be, where should the money go—television sets or teachers' salaries?

I think most people accept the fact that a real, live, breathing teacher is the core of any instructional program. However, when cuts are to be made, they generally are proportional. If the payroll for teachers is 65 percent of a $20 million budget and there is a $5 million budget reduction, the payroll will probably be cut to 65 percent of a $15 million budget.

That's the nature of the school, because it is essentially a social institution. It is people. You need supporting materials and supplies in direct proportion to the number of people using them. Relative costs have been very constant through massive fluctuations in spending on education. If spending goes up dramatically, relative costs don't change. Likewise, if it goes down, they don't change.

If I had my own way with federal money, all of it would be earmarked for two things: additional teachers and additional teacher training. I'd leave it for the local districts to find the best ways they could to finance discretionary materials as needed. The opportunistic acquisition of new hardware merely because there are federal dollars available for hardware has no effect on what actually happens in the school.

Let's go back to a point you mentioned earlier. Will you say something more about what you mean by intellectual tyranny in relation to television?

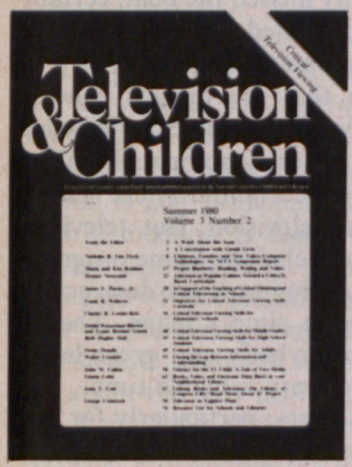
I'm talking about the regular, frequent exposure of the American people to a powerful and sophisticated medium controlled by a few people whose interests are primarily economic and who have the capital to be in business.

As I said earlier, I think the schools are probably the best opportunity that this society has to develop the intellectual capacity to cope with this dominant influence and place it in perspective.

Corporate influence on television has profound implications for education and freedom of thought. One of the major issues that we as a teachers organization have had to cope with over the last hundred years has been academic freedom. And probably the most significant challenges to real freedom to inquire, to study, to explore, and to read have been the very powerful economic interests in the United States, which often take a relatively conservative view of what ought to be happening in schools.

Now if those economic interests are able through their political influence to lay more and more strictures on the right to inquire in the schools, and if teachers continue to be in jeopardy for challenging traditional assumptions and traditional institutions, and if at the same time, television, which enters all the homes in the country, is promulgating a similar traditional orthodoxy, then I think the prospects for intellectual tyranny by corporate America become very real. Schools and teachers must be free. □

This article has been excerpted from "A Conversation with Terry Herndon" in the Fall 1979 issue of *NCCT Forum*, now *Television & Children*.



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NCCT's membership consists of educators, religious leaders, parents, business executives, public policy makers, and representatives of the various interest groups involved in television: producers, commercial and public broadcasters, and advertisers.

Since the daily decisions of these leaders shape the TV environment for children, NCCT seeks to foster communication among them. It provides a forum for groups who have in the past competed within the arenas of their vital interests. Now with NCCT as catalyst, these groups are enlarging their understanding of an overriding goal that is common to them all: ensuring that television will serve the best interests of children.

Fundamentally an educational institution, NCCT stimulates dialogue through its quarterly Symposia and its quarterly journal, *Television & Children* (formerly called the *NCCT Forum*). The journal is a broadly representative medium for information, research, and opinion on children and television.

Annual subscriptions are $16. If you wish to subscribe, send a check or purchase order for $16 payable to NCCT to 20 Nassau St., Suite 215, Princeton, NJ 08540.

SPECIAL FEATURE ON TELEVISION AND LEARNING
(continued)

USING TV TO TEACH THINKING SKILLS

In the fall of 1965, 28 squiggly first grade boys and one girl swarmed into my humid Miami classroom. With that group of children—most of them immature, most of them repeaters—I used traditional elementary teacher's tools and failed immediately. For two incredibly long days, I found nothing that could hold the attention of these youngsters for longer than a minute. Then I discovered their interest in TV and started a brand new career—TV educator.

I discovered the children liked to dictate stories—stories that centered exclusively on *Batman*, at that time a TV program that ranked as a before-school biggie. They knew all the details of the show. They talked about it with intense interest and acted out parts. While they dictated, I wrote down what they said. Then had them read their stories back to me.

By ROSEMARY LEE POTTER
Reading Specialist, Pinellas County (Clearwater, Florida) Schools; Author of New Season: The Positive Use of Commercial Television with Children, *Merrill, 1976.*

As they recounted the adventures of Batman, I was able to sneak in some real lessons. I introduced the skill of prediction: What do you think will happen next? Then I discussed sequence: What did Robin do next? Then, comparison: How is this show like *Gilligan's Island*?

One television-related activity led to another. Eventually, the students were willing to chart stories that were not all television-related, while retaining their super interest in their superhero. They also were able to answer rather difficult questions about other TV shows. In fact, they answered questions far beyond what one would normally expect of first graders—much less underachievers. They learned to think, and they had a good time.

Whenever the subject was television programs—plots, stars, or characters—the children were the experts. I used familiar material as the subject for hard questions—questions that would teach children to think, analyze, and extrapolate. Previously, I had been mistaken to ask children hard questions about

Scene from television production of *Roots*

unfamiliar material. No one, after all, would dare ask me a higher-order question about astrophysics.

These television-related questioning techniques in this class led me to choose the positive use of TV in promoting thinking as a topic for my doctoral study. My findings indicated that, for the group of first grade boys I studied, a television-questioning experience increased the youngsters' verbal comprehension on cognitive tests. More importantly, the use of television-related activities to teach thinking skills seemed to encourage a broader use of these skills.

For the past dozen years, I've been using a variety of dynamic TV-related classroom activities involving reading, writing, and arithmetic skills. These activities both support the instructional goals set for children and promote television literacy.

For example, one day in 1975, a sixth grader named Clara came into my class with a paperback copy of *Little House on the Prairie*. I had never seen her with an unassigned book, and I was quite surprised to see her reading a rather thick book. No doubt noticing my surprise, she quickly explained to me that she had seen *Little House on the Prairie* on TV and had decided to read the book. Here was another TV-related idea.

I began scouring bookshelves, libraries, and booklists from Xerox, Ballantine, Scholastic, and Bantam to gather television-related books for my students. Most of the books I collected fell into four categories—books based on TV programs, such as *The Autobiography of Miss Jane Pittman* and *The Making of Star Trek*; books adapted for TV shows, such as *Black Beauty* and *Little Women*; books about television with titles about TV stars, characters, and programs; and books with TV-related games such as trivia quizzes and word searches.

Students showed high interest when I brought these books into the classroom. Soon the books fell apart from constant use. Previous nonreaders read everything from the latest book about Fonzie to books like *Sounder*. Over the years, I have continued to add all the television-related reading materials I could find to my classroom library.

Then along came television scripts of prime-time TV shows. In the school year 1978-79, I used 10 of them in my class. My students devoured the teleplays and happily completed the special reading lessons that accompanied them. Each month we received from Capital Cities Communications, Inc., a script: maybe *Chips, The Waltons,* or *Happy Days*. I wrote to the producers of shows to get *The Making of Star Wars* and *Sooner or Later* scripts and to Films, Inc., for *Roots*. In spite of so much television-related reading, my students also read standard texts, newspapers, and magazines.

I also turned our attention to commercials. The children and I examined the claims of TV ads and looked for persuasion techniques, while at the same time noting the need of businesses to advertise goods and services. An awareness of the American business system is now one of my classroom goals for children.

Eventually my colleagues and I invited parents into the classroom to learn with us about television production and use. We showed them four contemporary films for children about critical viewing. Families also viewed two cassettes of NBC *Special Treats* (after-school and evening specials for young people) and we discussed the values portrayed in these programs. We used the NBC *Parent Participation TV Workshop Handbook* as a guide to encourage these parents to start talking with their children about TV programs. (The *Handbook* is available from Teachers' Guides to Television, 699 Madison Ave., New York 10021.)

Other teachers and parents at my school, television stations, networks, and newsmagazines also got involved in TV education. For example, a local TV station invited three parents to participate in shows about television use and abuse, and *Newsweek* interviewed several more. A CBS film crew spent four days in our building filming 10 teachers' work with the script of *The Lion, the Witch, and the Wardrobe.*

Television use is coming of age. Studies done in the 1960's and early 1970's on the wise use of TV will no longer suffice. The U.S. Office of Education (now the U.S. Department of Education) has subsidized the development of games and booklets to help students think about the television they watch. We will continue in our school and my class to present lessons based on television.

What's next? Will television be so responsive that students can communicate directly with it? Are video discs going to be in my classroom soon? Will students be producing television programs in prime time? Some schools are already working with portable video equipment to teach the technical aspects of TV production.

In the 1980's, will we still call television the boob-tube? Will some people still consider watching TV anti-intellectual? Or will we recognize wise television use in this decade as a matter of literacy, inviting the critical use of taste, experience, and perception? The question for the next decade is What are the best ways children can use television? And asking that question is working on the answer. □

This article has been excerpted from "TV and My Classroom: An Evolutionary Tale" in the Fall 1979 issue of *NCCT Forum, now Television & Children.*

SPECIAL FEATURE ON TELEVISION AND LEARNING (continued)

WHY WE NEED CRITICAL VIEWING SKILLS

In April of 1978, then U.S. Commissioner of Education Ernest Boyer, working with the Center for the Book of the Library of Congress, initiated a series of projects to help students and adults make television viewing a more purposive activity. Critical viewing skills for four groups of viewers—elementary, middle, and high school students, and adults—grew out of these projects. Their primary objective is to give these groups a greater awareness of the choices regarding television available to them. The basic premise of the projects is that everyone, even young children, can learn to be critical of TV and to use it judiciously.

Critical television viewing skills enable individuals to use television wisely as a source of information and entertainment. Being a critical TV-watcher has certain prerequisites:

- A knowledge of the special effects of TV production. Television is both more and less than real life. It compresses both time and space.
- A knowledge of the social trade-offs involved in television viewing. Excessive viewing may adversely affect mental health. A constant viewer may leave important things undone or neglect interpersonal relationships as a result of habitual viewing. TV watching may encourage a passive attitude and make a person avoid activities that require active participation.
- A knowledge of commercial influences on television and the profit motive that supports most programming. Because production is directed to the largest possible audience, discriminating viewers may not accept the value systems TV portrays.
- A knowledge of personal and group patterns of viewing. A knowledge of one's own viewing habits, as well as age-group patterns, is necessary because television sponsors use these habits to further their commercial interests.
- An ability to differentiate between information and propaganda. Advertisements frequently provide information, but they are designed primarily to sell a product. Advertisements, therefore, couch information in the most persuasive manner. Viewers need the objectivity to recognize how advertisers use humor, sex, and the bizarre to seduce them into buying products.
- An ability to understand and evaluate opposing views on news and documentary programs and to understand that TV news programs have time constraints that limit in-depth reporting.
- An ability to understand the differences between television and other media. For example, How does a book differ from its adaptation as a TV drama? How does a TV show differ from a stage or film show?
- An ability to understand one's own motivations for watching television: Why do I watch TV? What do I get out of it? Is it a diversion from a busy schedule? Do I use it as a way to stimulate myself to a deeper study of a specific issue? Is it my main source of information outside my own experience?
- An ability to understand the consumer's role in TV. How can I influence what's produced? What is my role in community-based television?

At the elementary level, children can and should learn that TV distorts the real world. They can test the television world against their real world. With parental guidance, they can learn to use TV wisely. The family, the school, and agencies serving youth can make TV viewing more responsive to the needs of children.

At the middle school level, students can learn to establish priorities on the quality and quantity of their TV watching. They are interested in how TV programs are put together, how shows are rated, and how limits are imposed on advertising. At this age, they like to critique programs.

At the secondary level, students are aware of desirable alternatives to TV watching. They are involved heavily in social activities and sports, as well as their schoolwork and possibly part-time jobs. At this age, they begin not only to analyze TV but also to make choices on how they want to use it. They can under-

By FRANK B. WITHROW
Chief of the Educational Technology Development Branch, Division of Educational Technology, Office of Libraries and Learning Technologies, U.S. Department of Education.

stand and explore a wide range of drama, news, and special events programs. In effect, they can become sophisticated users. They can understand the rating systems and the commercial impetus behind the industry. They are aware of (and can learn to understand) the sociopolitical aspects of TV.

At the post high school level, adults need to understand their own use of TV and the role they play in monitoring children's use of it. They especially need to recognize the interplay between the social group and television. For example, what does it mean when more than 100 million people watch *Roots*? Will the viewers study further the issues involved?

A number of other agencies besides the U.S. Office of Education (now the Department of Education) are concerned with television and education. Some deal with the content of programs and make specific recommendations for viewing. Others develop parent activities and hold neighborhood workshops to train parents in controlling their own or their children's TV viewing. The Department of Education's approach in designing critical TV viewing programs is to assist the individual in a nondirective way to monitor his or her own habits.

Many sociologists consider television as the nation's common denominator because it is the most persistent and pervasive single activity most people engage in. For many Americans, the time and attention it consumes exceed that required by school, church, and job. We cannot leave to chance such an important influence.

Today television is not as good as it could be but neither is it as bad as its critics claim. Schools and the television industry have an opportunity to form a partnership that will be mutually satisfying. □

This article has been excerpted from "Objectives for Critical Television Viewing Skills Curricula" in the Summer 1980 issue of *Television & Children*, formerly *NCCT Forum*.

Critical Viewing Skills Projects

The U.S. Office of Education (now the Department of Education) granted $1.6 million over two fiscal years to four independent groups to develop critical television viewing skills and to conduct workshops for four levels of education: elementary school, middle school, high school, and postsecondary school.

- The Southwest Educational Development Laboratory (SEDL) won the contract for developing critical viewing skills for elementary school students. SEDL organized the materials for this age group in the form of "road maps" and "tours" along a TV Discover theme. Along the way, students learn about places that would be worth visiting, side trips, and dead ends. They learn to think about the importance of remembering where they've been (what they've watched) and the dangers of spending too much time in one place.

Cue cards give teachers ideas on how to use television to complement language arts, science, math, and social studies.

Materials for parents help them guide their children's understanding and use of TV. Several studies show that parents can alter a TV program's impact on their children by making explanatory or editorial comments during the program. The aids for parents discuss specific TV-related problems that most families experience and suggest solutions.

- A public television station in New York, WNET, developed the critical viewing skills curriculum for middle school students (grades five through nine). The curriculum's primary tool is *Critical Television Viewing: A Language Skills Work-A-Text*. This book of worksheets helps students to improve their vocabulary and to increase their reading and other language arts skills in conjunction with television viewing.

WNET also produced *A Family Guide to Critical Television Viewing* that suggests special TV-related home activities. The objective is to encourage the whole family to become critical viewers together by talking about their reasons for watching TV, by discussing what they could be doing instead of watching TV, and by planning family TV viewing a week in advance.

- The Far West Laboratory in San Francisco developed the critical viewing skills project for high school students. This curriculum teaches students how TV works and how it influences them. It provides simulated experiences that put students into the shoes of broadcasters, advertisers, regulators, and viewers. The curriculum relies heavily on real TV scripts, ratings, and regulations.

The goal is to teach high school students four skills: (1) to evaluate and manage one's own TV viewing behavior; (2) to question the reality of TV programs; (3) to recognize the arguments employed on TV and to counterargue; and (4) to recognize the effects of TV on one's own life.

Classroom materials include a student text, *Inside TV: A Guide to Critical Viewing*, and a *Teacher's Guide*. The text is designed as a one-semester elective course, but each of its seven units can be taught separately.

- A substantial group of TV-watchers—the adult viewers, especially young members of the first Television Generation—have no methodology for being critical of TV.

Boston University's School of Public Communications has designed and produced a critical TV viewing skills curriculum for these adults and postsecondary students. The curriculum has four major subject areas: (1) television literacy—its processes and language; (2) persuasive programming (commercials, public service announcements, and "institutional documentaries"); (3) entertainment programming (sex, violence, and stereotypes as entertainment); and (4) informational programming (the presentation and interpretation of news programs). □

This information is extracted from four articles on the critical television viewing skills curriculum projects that appeared in the Summer 1980 issue of *Television & Children*, formerly *NCCT Forum*.

SPECIAL FEATURE ON TELEVISION AND LEARNING (continued)

THE ABC/NEA SCHOOLDISC PROGRAM IS UNDER WAY

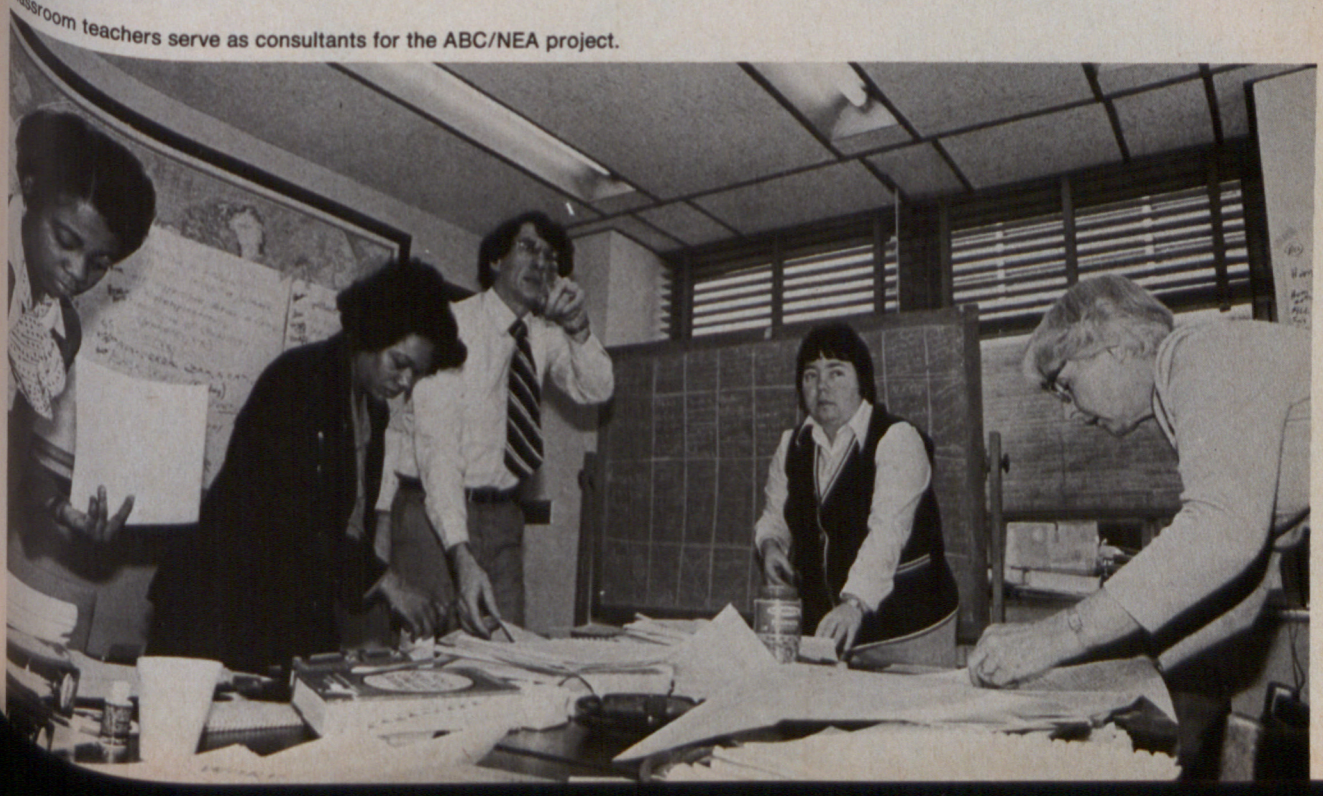
"It isn't often teachers get a chance to dream of something they'd like to teach—and then have the backing of creative artists to turn those dreams into realities." The speaker was Mae Helen Smith, fourth and fifth grade teacher at the Schneider Elementary School, North Aurora, Illinois. The chance she referred to was part of a unique new project: a project in which teacher-consultants developed ideas for video-teaching materials and television professionals implemented them.

The ABC/NEA SCHOOLDISC Program, an unprecedented collaboration between classroom teachers and television, was announced in January 1980 by the National Education Association and American Broadcasting Company (ABC). Proposed by ABC and given form in negotiations with NEA's National Foundation for the Improvement of Education (NFIE), its purpose is to supply instructional materials for grades 4 through 6. The project's immediate goal—say, by 1981—is one hour of video material for every two weeks of school; the ultimate goal—who can even estimate?

How did NEA and ABC start such a long-term and ambitious project? The first priority was to find outstanding teachers to serve as key consultants. NEA selected five, not for their expertise in audiovisual education or their special background in television,

By FRED T. WILHELMS
Former Executive Secretary, Association for Supervision and Curriculum Development.

Classroom teachers serve as consultants for the ABC/NEA project.



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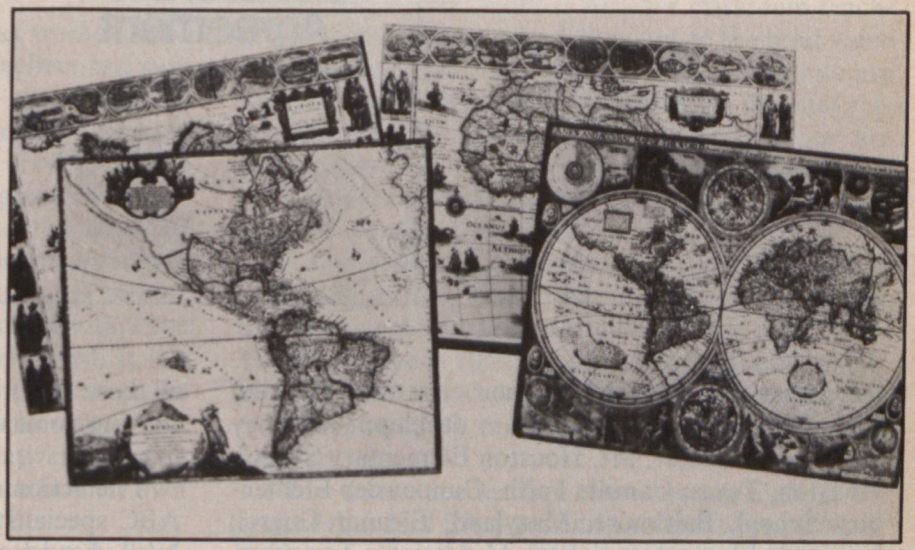

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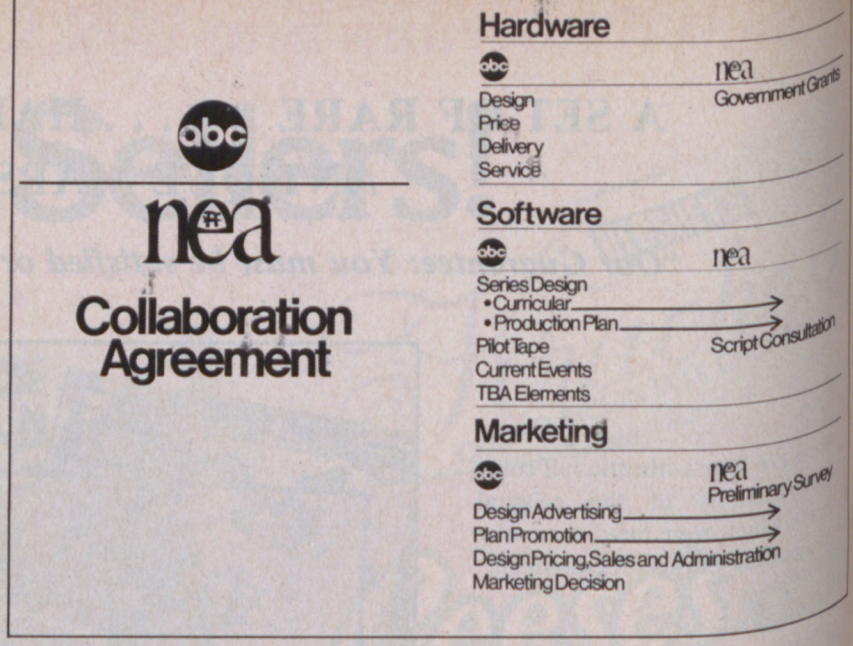

but rather for the quality of their classroom teaching and of their work in curriculum development. They are Patricia Baxter, Mt. Houston Elementary School, Houston, Texas; Camille Faith, Gunpowder Elementary School, Baltimore, Maryland; Eleanor Guerci, Leonardo Elementary School, Middletown Township, New Jersey; Mae Helen Smith; and Ron Szabo, Edgeboro Educational Center, Bethlehem, Pennsylvania.

A few preliminary decisions about the project had been made during NEA-ABC negotiation:

- For the first phase of the project, the goal would be to produce 20 one-hour programs, one for each two of the 40 weeks in the school year. (Plans are under way to field test one pilot disc in the fall of 1980.)
- Each hour of material would contain six 10-minute segments: one each in language skills, social studies, science, and the arts; in addition, one segment would always be devoted to current events, and one would be reserved for in-service messages to teachers.
- The material would be recorded on video-discs but will also be available on tape.

ABC's decision to use discs indicates their long-range goals for this project. At this time, even the most common forms of videotape equipment are still in very short supply, and video-disc equipment virtually does not exist in schools. Yet, ABC chose the disc. Clearly, ABC is saying: "We know that we are entering a long-term proposition. We know that anything approaching our final offerings is years away. Therefore, we are deliberately going right now to the technology of the future."

Right from the start, we educators also should think in those same long-range terms. The hour every two weeks, the particular segments to be recorded—all these and other features are simply preliminaries, a starting point where we accumulate experience.

The action started for the teacher-consultants and ABC specialists with a week of working together at NEA headquarters. After a day or so of briefings from NEA and NFIE staff and some time spent getting acquainted, the five consultants were on their own, for this project belongs to front-line teachers.

They report that the job was so absorbing it was hard to stop. Eleanor L. Guerci said, "Well, we weren't exactly quitting at five o'clock"; and Camille Faith commented, "Some of those days went 15 hours." Ron Szabo said, "It's the first time I can remember having time just to sit around and talk about kids and their needs."

The teachers had one overriding charge—to use the rich technical resources of a great television system to increase literacy and language comprehension for upper elementary students. Those are the fundamental "basic skills" once decoding is achieved.

How could this best be done? The teachers zeroed in on "critical thinking"—an umbrella phrase that covers all the higher thought processes, such as analyzing, reasoning, and using data to make predictions.

The teachers asked themselves what understandings they expect fourth, fifth, and sixth graders to have. These then became the themes of the lessons—one for each of the 20 one-hour programs that the project is committed to supply. Some of the themes are "openness to change," "pride," "fact and opinion," "analogies and comparison," "decision and consequences," and "heroic qualities." Since each of the 20 themes would express itself differently in social studies, science, the arts, and language skills, the group was really developing 80 separate lessons.

For each, they first wrote a careful statement of purpose, matching a specific theme with a specific curriculum area. Then they supplied a few examples of possible content.

While the teacher-consultants had the job of choosing the themes and supplying examples of how each might be developed, the staff of ABC had the job of creating the actual programs.

For an example of how this process worked, take the theme "interdependence." The teachers had suggested that for the arts curriculum this theme be developed by "illustrating all the elements necessary for a ballet." The creative television crew loved the idea; it could be done visually with great force and beauty. Their script weaves together the essential contributions to ballet, not just of directors and dancers but also of designers, electricians, ticket sellers, musicians—and even the people who manufacture the special clothing and shoes ballet dancers need. It is a statement on interdependence that simply cannot be matched by any merely verbal instruction. And, toward the end, it swings out provocatively to start students thinking about interdependence in their own lives, far removed from the ballet.

Here is a good example of teamwork at its best, with the teacher-consultants expressing their professional judgment of what is needed and what will "work," while the professional TV workers give form and substance to ideas.

The teachers did not merely set things going, however, and leave the rest to the TV experts. The teachers reviewed the pilot scripts that ABC developed and requested revisions in the drafts.

Mae Helen Smith points to one general criticism of many of the first drafts: "The TV script writers forgot how sophisticated fourth, fifth, and sixth graders can be and wrote down to the students." Another major criticism was that the script writers wrapped up the segments so tightly that there was no room left for student discussion.

That sort of problem was solved quickly, however, because of the TV staff's willingness—even eagerness—to listen. From the very first day, they exhibited a genuine desire to depend on the classroom teachers' expertise. ABC had selected them not for their knowledge of the schools (just as the teachers had not been selected for their knowledge of television), but rather for their knowledge of their craft and their willingness to hear what teachers had to say. Camille Faith said, "Talking to them was one of the high points of the week; to tell the truth, it was an intellectual high."

The consultants felt admiration for the TV artists—but, more importantly, they felt and do feel that they are in charge: that it *is possible* for teachers to shape TV into the kind of instructional tool they need and want for use with their students.

Now, as ABC puts together four pilot video-disc segments, the teacher-consultants are working on *Teachers' Guides* to accompany each of the four subject areas. The video segment is the introduction to the lesson—the discussion starter. The heart of the lesson is in the *Guides*.

The *Guides* will make it easy for classroom teachers to conduct thoughtful follow-ups to the brief video presentations. For this purpose, the consultants are devising keen follow-up questions, citing relevant references, and suggesting useful activities. They are paving the way for each segment to be used in its appropriate field without long preparation and with a range of possible follow-ups.

At this point, the project consists of a few revised and ready scripts, a few video-discs in gestation, and teachers' guides nearly ready to go out with them. The first phase of the commitment is well under way, and one pilot was shown at the NEA Representative Assembly last July.

How do the five teacher-consultants feel about the project thus far? They are enthusiastic, to put it mildly. Patricia Baxter says, "It's a way we can help open up students to the process of critical thinking. Children will be able to identify with this—especially with ABC's coverage of current events."

Not gainsaying their enthusiasm, all the teachers are sobered by one factor that may affect how soon schools can adopt this video-disc program—cost. They recognize that budgets are tight, and they worry that ABC's decision to use hard discs will call for a retooling from the video-tape systems now in use. Yet, they all applaud the decision because "these discs are as easy to play as a phonograph record," as one of them said. Also they recognize that discs will be the preferred technology of the future—and they see their current work as only the beginning of a long-term achievement.

Speaking for myself, I see this ambitious beginning as indicative of NEA's commitment to asserting the leadership of the classroom teacher, and of ABC's long-range commitment to accepting the classroom teacher's leadership in developing instructional TV. At the next level down, it is indicative of the eagerness of the TV craftspeople to learn from teachers and, above all, of the teacher-consultants' willingness to open the way toward a genuine enrichment of what can be taught. They, as representatives of their fellow classroom teachers, have chosen not merely to belabor what is already taught well, but to embark on critical thinking in all curriculum areas.

With the promise of the ABC/NEA program, we may one day look back and see 1980 as the beginning of far more than just a decade. □

THE BIG PICTURE: NEA INVOLVEMENT IN TV

Television has not only come of age but is going to school. TV programs are rehashed over lunch or at recess. T-shirts, lockers, and lunch boxes are adorned with pictures of TV stars.

How does TV affect students' academic performance? Teachers report that students have short attention spans, expect quick resolutions to all conflicts, and often seem to be exhausted after staying up late to watch TV. On the other hand, teachers say that students seem to know a lot about world affairs and credit this to programs that dramatize contemporary problems and historical events. Using television programs that focus on societal issues or literary classics as starting points, teachers have motivated students to study an issue further or to read the original classic. More and more teachers are accepting television as a legitimate classroom resource.

National educational organizations, networks, parent groups, and the federal government all are influencing the constructive and creative use of TV. Recognizing the potential of television as a teaching tool, the NEA and its state and local affiliates are involved in projects that promote the educational use of TV.

Use of specials. When the NEA previews and evaluates TV specials to be broadcast on commercial and public networks, its recommendations appear in the *NEA Reporter*, a newspaper that all members receive eight times a year. In this way, NEA alerts teachers to meaningful programs in advance of broadcast so that they can—if they wish—recommend programs to their students. A fringe benefit for the public is that NEA endorsements encourage the networks to schedule broadcasts with wide cultural, social, and educational appeal. In an informal survey, one network reported that an NEA endorsement is worth two rating points: 3 million homes or 7 million viewers.

To help both teachers and students get the most benefit from a special, NEA from time to time includes in *Today's Education* teacher/viewer guides prepared in advance of the air date by organizations such as Prime Time School Television, a national nonprofit educational organization. Foundations, networks, and corporations finance their production and distribution. The guides provide a synopsis of the program, as well as a wide range of discussion topics, student projects, and related resources.

Reading projects. Television reading projects such as the CBS Reading Program provide scripts of selected specials and series programs with accompanying teacher materials. The Massachusetts Teachers Association (MTA) has been using the program for two years. In its newspaper, *MTA Today*, MTA publishes teacher guides prepared locally or by CBS. Additionally, CBS makes scripts available to MTA members. In advance of a show's air date, the *Boston Herald American* prints, as a public service, special editions of the scripts for classroom use and sends them out to schools. Then, on the actual day of broadcast, the *Boston Herald American* publishes the scripts in its regular editions.

Critical television viewing skills curriculum projects. The U.S. Office of Education (now the Department of Education) funded four critical television viewing skills projects for students. (See "Why We Need Critical Viewing Skills" by Frank B. Withrow and the summary of the four federally funded curriculum projects also in this special feature.) Several NEA state affiliates sponsored or participated in conferences on the critical television viewing skills curriculums. Among them were the New Jersey, Iowa, and Ohio affiliates.

One of the four curriculum projects—the one developed by WNET in New York—presented teacher-training workshops at three regional conferences that were attended by 22 state associations. NEA's Instruction and Professional Development sponsored the conferences. WNET's project also presented workshops at a Michigan Education Association summer leadership conference and at a special statewide conference on children and TV sponsored by the New Jersey Education Association. Lynne Brenner Ganek, associate project director of WNET's Critical Viewing Skills Project, says: "These workshops demonstrate that TV used constructively can be linked to academic skills."

Privately funded projects such as Prime Time School Television's "Making the News" link TV to basic skills and subjects. Funded by the American Broadcasting Company, "Making the News" examines TV news: the critical decisions that producers have to make on story selection, structure, depth and length, and objectivity. (It appeared in some editions of *Today's Education* in November-December 1979.)

Students and teachers in many parts of the country

By LINDA KAHN
Director of Curriculum Development, Prime Time School Television, Chicago.

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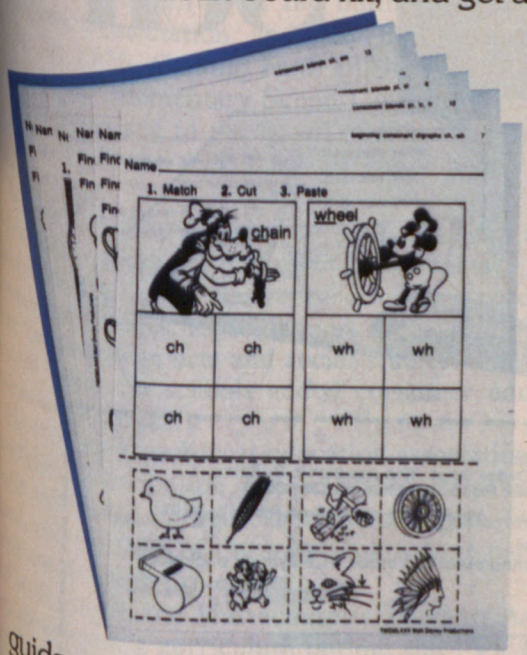

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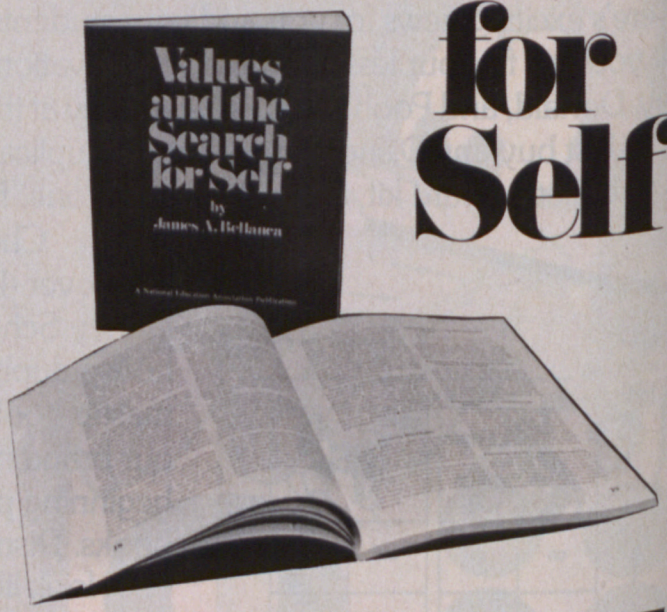

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James A. Bellanca, a teacher in the New Trier High School, Winnetka, Illinois, has written a truly remarkable book on values and valuing which is certain to have special implications for all educators . . . and, ultimately, their students.

The purpose of *Values and the Search for Self* is to help the reader become a more effective facilitator of learning. Based on the assumption that the most valuable learning is founded in self-knowledge and a resultant knowledge of others, the book presents a view of teaching as helping and caring within a supportive but flexible structure.

In this view, the goal of each individual teacher or student is the ability to direct her/his own learning. Such an ability involves a five-step process of exercising personal control, assessing needs, setting up goals, using resources, and evaluating outcomes.

used "Making the News" as the basis for a unit on TV news. Phil Barber, who teaches a television course at Interlake High School in Bellevue, Washington, says, "The unit helped my students to become aware of how television news influences our perceptions of world events." According to Susan Saxe, who used the unit with a ninth grade class in American history at Parkway Central Junior High School in Chesterfield, Missouri, "The curriculum brought students and parents together by giving them an area of common interest and concern. Students now regularly watch the news, even though I no longer assign it."

An example of independent local initiative to teach about TV is an effort of the Baltimore (Maryland) Teachers Association and the Baltimore County PTA. In 1976, Camille Faith (fifth grade teacher at Gunpowder Elementary School), other teachers, and parents proposed to the Board of Education that TV viewing skills be made part of the school curriculum.

When the Board agreed to a pilot project in four elementary schools, "Project Awareness" began. Teachers developed classroom projects according to general guidelines, focusing most activities in the first year on language arts and social studies. During the second year, 16 schools added consumer education and science projects.

Several state and local education associations have developed curriculum projects that help teachers relate television to their classroom activities. In many cases, the journals of the state groups have published these curriculum projects.

For example, the Massachusetts Teachers Association developed a curriculum outline and "TV Calendar Guide," which they published in the January 11, 1980, issue of *MTA Today*. It suggests activities that explore TV production, the television industry, advertising, and themes and topics on popular programs. (This fall the MTA's Committee on Television is sponsoring a curriculum contest to generate TV-related materials for use in elementary, secondary, and postsecondary schools.)

The state education associations in Ohio, Pennsylvania, and Vermont have also featured articles in their journals that link learning basic skills with TV.

Parent/teacher workshops and community projects. Parent/teacher workshops frequently focus on the impact of television on students and the family. For example, the Iowa State Education Association (ISEA) has attempted to convince parents that the solution to what might be termed "the problem of TV" rests with them rather than with the television industry. Along with other education, medical, and church-related groups, ISEA has developed and distributed a worksheet designed to make parents more aware of how their children are spending their time. The worksheet helps parents and students to plan after-school and weekend activities. It also contains tips on TV program selection and facts about TV's positive and negative effects.

In suburban Cedar Rapids, the ISEA is working with the Linn Mar Community Education Association on a project called "Taming of the Tube." During the 1979-80 school year, 2,400 students in grades K through 8 took home six packets of materials, each targeting one aspect of television. The materials included a fact sheet and suggestions for activities other than watching TV. Dorothy Thompson, a kindergarten teacher at Bowman Woods Elementary School in Marion, Iowa, heads the project.

Another project involving NEA affiliates is "Show and Television." In October 1979, NEA members in Mehlville, Lindbergh, Rockwood, Hancock, and Webster Groves, Missouri, began writing a weekly TV column for a local newspaper, the *South County Journal*. The feature has three sections: a general article on a topic such as TV violence or advertising; "Teacher Picks," which suggests specific programs and recommends activities for home and school use; and "Source/Resource," which tells readers where they can get additional information.

The column takes the schools into the community with television as the vehicle. Michael Skinner, a biology teacher at Oakville Senior High School in St. Louis, Missouri, has worked with "Show and Television" from the beginning. He says, "We frequently get letters and phone calls from both teachers and parents."

The New Jersey Education Association (NJEA) was one of the pioneering state affiliates in the constructive use of TV in the classroom. In 1978 the NJEA formed the New Jersey Coalition for Better Viewing in cooperation with other concerned groups. The Coalition has recently published two brochures: one for parents (available in English or Spanish), which offers facts about television viewing and suggests viewing activities and alternatives to television, and one for teachers, which recommends TV-related classroom activities and contains an extensive list of resource organizations.

The involvement of the NEA and its affiliates with television reflects the potential that teachers feel TV has as an instructional tool. Now that educators and broadcasters are working together, teachers are harnessing television's power, making it work for them to the advantage of their students. □

For the names and addresses of the organizations and people cited in this article, as well as additional resource information, send a self-addressed, stamped, No. 10 envelope to Karen Klass Jaffe, NEA Communications, 1201 16th St., N.W., Washington, DC 20036.

SPECIAL FEATURE ON TELEVISION AND LEARNING (continued)

THE FCC TAKES A HARD LOOK AT TELEVISION

Educators are in a better position than any other group of adults—with the exception of thoughtful parents—to understand television's impact on children. Thirty years ago, when television arrived, teachers found it to be potent competition for the attention of their students. That competition has only grown stronger.

Not surprisingly, the teacher's attitude toward television has often been a mixture of disdain, awe, and perhaps even fear. For how many of us look like Charlie's Angels or have the style of Miss Piggy or can match the zaniness of Mork? And how frequently can the classroom teacher serve up learning in simple, easily digestible lumps, like TV program segments, without the personal struggle that usually accompanies real intellectual growth?

Our hopes that our children or our students would benefit from television programming that is both culturally broadening and educational, as well as entertaining, have been disappointed. We have watched most of television become a daily round of predictable serials and melodramas, interspersed with an occasional program that is profound and moving.

Television executives point with understandable pride to accomplishments like *Roots* and *Holocaust*, programs that gripped the emotions and imaginations of both adults and children. While they were superior entertainment, they also served the higher purpose of enlarging the viewer's perspective on humanity's capacity for both love and hate.

Even when TV provides only formula entertainment, it still teaches children about the world and about social values with an immediacy that classroom teachers simply cannot duplicate.

Television, then, is more than the business of entertaining millions of viewers. It is also a teacher, shaping the values of our society. It teaches young people how we as a nation think about ourselves and our place in the world, and it affects the way we behave, both as individuals and as a nation.

History has taught us that innovations in communications methods have always radically changed social and political environments. Gutenberg's invention of movable type made the printed word available to entire populations. No longer was the flow of information limited to the social and intellectual elites. In a later era, radio tied the world together via electromagnetic waves. More recently, television has made people all over the world participants in a global community.

In the United States, television has influenced our national and international affairs—from civil rights, Vietnam, and Watergate to Afghanistan and Iran. Not a passive medium, television conveys events instantly from around the globe as well as within our national borders. It makes viewers participants in these events, and viewer reactions add another dimension to the events themselves.

While past changes in communications capabilities have vastly enlarged the numbers of persons reached, television's phenomenal power today lies in the fact that more people can have instantaneous access to the same event or artistic experience than ever before.

The still unanswered question is what the quality of such an experience will be.

Classroom teachers immediately saw the educational possibilities of dramatic presentations such as *Roots* and *Holocaust* and used them to their students' benefit. Likewise, they have recognized the value of children's programs with more explicit educational goals such as *Electric Company*, *3-2-1 Contact*, and *Fat Albert and the Cosby Kids*.

Many teachers and much of the general public, however, still take a dim view of TV. I have received thousands of letters from disillusioned child viewers and their parents—all seeking more diverse and satisfying subject matter and better scheduling.

Recent surveys, such as one poll conducted for the Public Broadcasting Service (PBS), find that a major-

By CHARLES D. FERRIS
Chairman, Federal Communications Commission.

ity of Americans today think commercial television falls far short of its potential. People are weary of television programs that seem like reruns even the first time they're shown.

In spite of a generalized dissatisfaction with TV, as a nation we have incorporated TV viewing as part of our daily routine. Its growth has been nothing less than phenomenal. Immediately after World War II, only 1 in 100 homes had a TV set. By the mid-fifties, 75 out of 100 homes had a TV set. Today the percentage of homes with one or more television sets roughly equals the percentage of homes with indoor plumbing, and I would guess if Americans had to choose between the two, many would find it nearly impossible to do so.

Young children, in particular, are devoted television viewers. In a recent documentary on television and the family, Bill Moyers of PBS asked children whether they would rather give up their toys, their fathers, or their television. The majority said that they would give up playing with their toys and even talking with their fathers before they would give up watching television.

If our children could have access to dozens of new networks, all vying for their attention, would this abundance simply add to the distraction level for our children, our students, and ourselves?

I think it would be a positive step. No longer would television be limited solely to those programs that attract over one-third of the total viewing audience. The new media will narrowcast rather than broadcast. They will provide more effective and satisfying programming to specialized audiences.

Today we are experiencing a wave of technological breakthroughs in communications that is almost as significant as the advent of television itself. This quantum leap will permanently change the structure of television programming. Instead of only a few broadcast outlets existing in each city, new delivery systems such as satellites and cable will provide us with easily accessible, highly specialized types of information and thrust us ever closer to an information-based society.

These new communications systems will provide now-restless television audiences with fresh and specialized programming. For example, the number of programs for children and college-age adults will markedly increase. The Appalachian Regional Commission, an agency servicing 13 Eastern states, has already established its television system, the Appalachian Community Service Network, as a separate nonprofit corporation. By satellite and cable communications, this network now offers 70 hours of nationwide programming each week. The programming concentrates largely on courses for college credit established in conjunction with more than 50 colleges and universities.

The rapid and dramatic explosion in multichannel television systems and in pay TV—both on cable and over-the-air—is itself a big step. But the future use of two-way cable communications to provide information on call and the keen interest by major corporations in combining computer and communications technologies are even more exciting possibilities. This will make all forms of knowledge—both entertainment and information—accessible, inexpensive, and convenient.

New technologies can make a teacher's job less difficult. No longer will the classroom teacher be limited by the straitjacket of centrally broadcast programming that is aired once and never repeated. New communications systems will make television as flexible as today's textbooks. Programming will be readily available on video cassettes and discs as well as in central program banks. Multiple channels will make all programming available on an "as-needed" basis.

These are not the "blue sky" predictions of an unrestrained optimist. They are a solid description of a reality that is already defining itself.

A recent count of specialized programming services available to cable television systems listed almost 40 new programmers, 25 of which began operating since the beginning of 1979. New networks range from movie, sports, and religious channels to specialized programming for Black audiences, the elderly, the Spanish-speaking, and children.

The instant success of C-SPAN, which provides gavel-to-gavel coverage of the deliberations of the U.S. House of Representatives, and the intense interest in Ted Turner's new Cable News Network, which provides 24-hour news, are evidence of the rapidity with which our assumptions about what television programming "people won't watch" are changing.

Clear evidence indicates that viewers are willing to pay for programming that is not available on commercial television. Revenues in cable and subscription television doubled between 1977 and 1978 and doubled again last year. Future revenue projections look equally promising.

Innovative programming formats are starting to develop in response to new communications delivery systems. The Public Broadcasting Service—the only television network to interconnect all its member stations by satellite—has begun simultaneous transmission of three program services. One of them is designed to carry a complete children's program schedule. This three-channel feed allows each public television station to select programming that is most responsive to the interests of its local audience.

A study by staff of the Carnegie Commission on the Future of Public Broadcasting recently concluded

that a nonprofit pay cable network—providing the highest quality performing arts programs and entertainment—could also find a substantial market.

Yes, the future beckons with the possibilities we all anticipated when television sets first started glowing in the nation's living rooms 30 years ago. But in spite of the many new program proposals and future projects, the vast majority of children today continue to rely solely on commercial television for their information and entertainment. Here, unfortunately, the present still looks much like the past.

While commercial television has produced some important exceptions in the area of children's specials, it has not increased its daily programming for preschool and school-age children. A recent study by the staff of the Federal Communications Commission (FCC) concluded that during the last six years the programming and scheduling practices of children's television on commercial stations had changed very little, despite these stations' assurances to the FCC in 1974 that they intended to provide substantially more weekday programming to reflect children's special interests and needs.

The ABC *Afterschool Specials* and *Fat Albert and the Cosby Kids* illustrate how high quality programming that enriches and entertains can also teach. CBS still produces *Captain Kangaroo*, the pioneer in this field, but it remains, after 25 years, the only daily preschool-age program on a commercial network. NBC has announced *Project Peacock*, a new series of prime-time children's specials, to premiere in 1981.

But the unanswered question is whether having each television station in a community broadcast an occasional hour of age-related children's programming per week is sufficient for the millions of young viewers who are glued to the set for 30 hours or more each week. The new fall schedule that the three networks announced this spring contained no substantially new initiatives for weekday morning or after-school programs for children.

The FCC is continuing to review children's television policies. We are considering a broad range of options. These range from eliminating existing policies to insisting that each television station meet certain requirements to air a minimum amount of age-related children's programming each week. Any such requirements would, of course, be removed when new communications technologies make more children's programming options widely available.

Programming for children has always evoked strong reactions from parents, educators, and children. Because children are among the heaviest consumers of television at a point in their lives in which they have only limited abilities to place programming in a realistic context, concerned adults are closely scrutinizing children's television. We no longer debate whether children learn from TV; instead we argue over what it is that TV teaches them.

In recent years, teachers and parents—who see most directly the misuse of television—have begun to seek a more rational and informed use of this medium. For example, the national PTA develops program rating guides and gives awards for top quality family shows, and the NEA recommends informative programming of educational value.

The Office of Education of the Department of Health, Education and Welfare (now within the Department of Education) has funded special children's programs that are available to all broadcasters for only the cost of mailing. It has also provided financial support for several projects to develop critical TV viewing skills in children. These programs will now be carried on by the new Department of Education. (For more information on these projects, see the article by Frank B. Withrow and the box that accompanies it in this feature.)

The real question in my mind is how long we can wait for the future communications abundance to meet children's needs. Programming designed for children and available throughout the day to most Americans will, I believe, be a reality 10 years or so from now. We will have advanced information systems that can recall information for the classroom or home study projects on demand—an electronic encyclopedia, never out of date. Narrowcasting, specialized program services, and instant access to information will, I believe, provide the technical breakthrough that will again put America at the forefront of innovation and creative growth.

Although no technology, by itself, will ever replace our need for a well-developed educational system, new technologies will offer educators many options in the future. Those new technologies will bring the world into the classroom and provide an inexpensive and efficient support system for schools.

We at the Federal Communications Commission are hopeful about these new developments. But we are also concerned about the present generation of children and the lack of services commercial television currently provides them. We must decide whether to simply await the future of programming abundance or to hasten its development or to affirmatively impose obligations on existing commercial TV broadcasters to meet the needs of today's school-age children and others who will reach their formative years over the next decade.

We look to educators, in particular, to provide us with their insights as we undertake this important task. □

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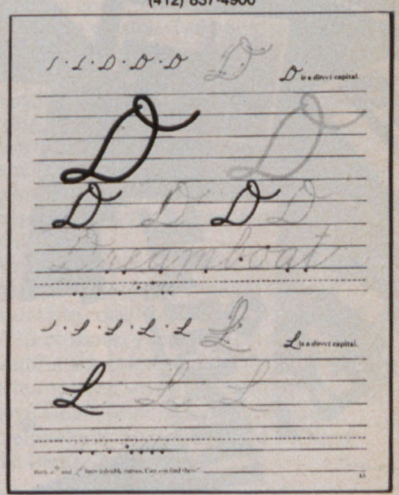

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Japan, the Soviet Union, Norway and a handful of other nations (Iceland, Spain, Peru, Chile, Brazil, Taiwan and South Korea) continue to hunt down the last of the whales in the face of international condemnation. As far back as 1972, the United Nations Conference on Human Environment unanimously called for a 10-year moratorium on all commercial whaling.

Educators have found that the cetaceans—the whales and dolphins—generate extraordinary interest in students of all ages. Some species have brains larger and more complex than man's. We might communicate with them someday. It would be a monumental tragedy for the great whales to become extinct at the hands of a greedy few.

JAPAN, THE SOVIET UNION AND NORWAY

The Japanese and Soviets continue to send their whaling fleets into the Antarctic to hunt down the last of the whales. Norway is the third largest whaling nation, and even supplies harpoons from a government-owned factory. The weak quota system of the IWC has been openly subverted by Japanese and Norwegian whaling interests who set up unregulated whaling operations around the world. These non-IWC "outlaw" whalers have harpooned thousands of endangered whales. The meat is shipped to Japan, which makes the market for almost all whaling.

In Peru, for example, Japan's giant Taiyo Fishery Co. has operated a whaling station killing 2,000 whales outside any regulation until this year. Peru's leading newsmagazine, Caretas, commented bitterly in 1978: "In relation to whales, the Japanese have the fame of Attila the Hun, and granting them exclusive license to hunt whales in our seas in 1970 was a bit like making Dracula a nursemaid." Taiyo has also been supporting outlaw ships in Spain, Chile and Taiwan.

The infamous pirate whaling ship Sierra, owned by Japanese and Norwegian interests, roamed the Atlantic for 12 years, decimating the whales there. The Sierra mysteriously blew up and sank in Lisbon in February, but a sister pirate ship still sails. Japan and Norway have failed to openly investigate the pirate whaling.

HELP SAVE THE WHALES

Please join the international conservation community in the campaign to save the whales. Tell your friends about the plight of the whales. Write a letter to your newspaper. Put economic pressure on Japan and Norway. Write a strong letter to the prime minister of Japan, demanding a halt to all involvement in whaling: Prime Minister of Japan, Embassy of Japan, 2520 Massachusetts Ave., Washington, D.C. 20008.

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A Call to (Linguistic) Arms:

IMPROVING AMERICA'S FOREIGN LANGUAGE COMPETENCE

At the end of 1979, the President's Commission on Foreign Language and International Studies submitted the findings and recommendations it had developed during a year's "intensive evaluation of the state of foreign language and international studies and their impact on the nation's internal and external strength." The following is adapted from the Commission's report, Strength Through Wisdom: A Critique of U.S. Capability.

Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse. Historically, our continental position between vast oceans was a basis for linguistic as well as political isolation. Today both rocketry and communications satellites render such a moat mentality obsolete.

We welcome the use of English as a major international language of business, diplomacy, and science; as such, it is a tool for understanding across national boundaries. Americans must remember, however, that the overwhelming majority of the world's population neither understands nor speaks English. For most people who learn English as a foreign language, English remains precisely that.

America's vital interests are impaired by the fatuous notion that, for Americans, competence in other languages is irrelevant. Indeed, precisely because of this nation's responsibilities and opportunities as a major power and as a symbol of ideals to which many of the world's people aspire, the knowledge of foreign languages, as a key to unlock the mysteries of other customs and cultures, can no longer be viewed as an educational or civic luxury.

The President's Commission believes that Americans' lack of foreign language competence diminishes our capabilities in diplomacy and foreign trade as well as our citizens' comprehension of the world in which we live.

and compete. People of other nationalities often rightfully view Americans' unwillingness to learn foreign languages as arrogance. The melting pot tradition that denigrates immigrants' maintenance of their ability to speak their native tongue still lingers and causes linguistic minorities to be ignored as a potential asset. Yet, a comprehensive language policy ought to recognize this important resource.

The Commission's concern about the state of language study in the United States is readily justified by the following facts:

- Only 15 percent of American high school students now study a foreign language; in 1965, 24 percent did so. The decline continues.
- Only 1 out of 20 public high school students studies French, German, or Russian beyond the second year. (Four years is considered a minimum prerequisite for usable language competence.)
- Only 8 percent of American colleges and universities now require a foreign language for admission; 34 percent did so in 1966.
- An estimated 10,000 English-speaking Japanese business representatives are on assignment in the United States. They have fewer than 900 American counterparts in Japan—and only a handful of those have a working knowledge of Japanese.
- The foreign affairs agencies of the U.S. government are deeply concerned that declining foreign language enrollments in our schools and colleges will lower the quality of new recruits for their services and increase their language training costs, already at a level of $100 million in 1978.

Americans' scandalous incompetence in foreign language is a corollary to our dangerously inadequate understanding of world affairs. A large majority of graduates from our schools are young people whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads are full of astonishing misinformation.

A recent study of schoolchildren's knowledge and perceptions of other nations and peoples showed that more than 40 percent of the twelfth graders could not locate Egypt on a map correctly and that more than 20 percent were equally unable to locate France or the People's Republic of China. At the college level, an American Council on Education study showed that in 1972 among prospective teachers only 5 percent at most take any course relating to international affairs or foreign peoples and cultures as part of their professional preparation. A 1977 Gallup Poll, furthermore, showed that those who graduate from educational systems so glaringly deficient in this vital area apparently carry their ignorance with them into their adult lives: More than half of the general public was unaware that the United States must import part of its petroleum supplies. To improve this situation, better preservice and in-service training for teachers is crucial.

Our resources to support and encourage foreign language training and international studies are plainly inadequate to current needs; and in the absence of decisive action, the gap will continue to widen. Nevertheless, some important national assets should not be overlooked.

- A highly decentralized public school system—some 16,000 districts in 50 states—provides families and communities with many avenues for reform.
- Undergraduate education, the focal point for liberal arts and preprofessional studies, is in the process of redefinition and reform. At least a few colleges are giving serious attention to foreign languages and international studies as essential ingredients of a liberal education.
- The United States is blessed with a largely untapped resource of talent in the form of racial and ethnic minorities. If members of these groups are brought into the mainstream of educational and employment opportunities in foreign language and international studies, they can rapidly make valuable new contributions to America's capacity to deal persuasively and effectively with the world outside its borders. The Commission underscores its expectation that those who carry out the pertinent recommendations will take this asset into account.
- While many of the centers of advanced training and research in international studies are in serious trouble and some have already collapsed under fiscal pressure, an essential core of high-quality programs remains and can serve as the foundation for the rehabilitation and expansion of the national effort.

Corrective action must be the concern of all levels of the educational system, from kindergarten through graduate training and research. It must be the concern of private foundations, of business and labor, of the media, of local communities, of professionals and volunteers alike. And, of course, it is the concern of federal and state governments.

Action is urgently needed, and the time to begin cannot be put off without serious consequences for American influence abroad and decision making at home.

[In discussing the teaching of foreign languages, the Commission made numerous observations and suggestions. The following are but a few of these.]

Foreign language instruction at any level should be a humanistic pursuit intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them. It is axiomatic—and the first step to international consciousness—that once another language is mastered it is no longer foreign, once another culture is understood it is no longer alien.

We urge that foreign language be reinstated as a requirement either for college admission or for college graduation. These steps are essential to reinvigorate language teaching in the schools. Moreover, while we must concentrate on acquiring the commonly taught languages, such as Spanish and French, we must also make provisions for the less commonly taught languages that are spoken by 80 percent of the world's population.

We urge school systems to encourage all students to master at least one foreign language and, ideally, to acquire a second. We also urge that language study begin in the early grades, but note that its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers, and the careful integration of early language instruction with higher levels of study. □

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So check the schedule and mail your registration today. We will send you confirmation along with details about workshop times and the hotel where the workshop will be held. But make your plans and reservations now, before the programs you want to attend are full.

MEETING THE MATH CHALLENGE (3–9)
with Marilyn Burns

Teachers rave about Marilyn Burns' math workshop. They tell us it was more fun than they ever thought a math workshop could be, and that they leave much more confident about their *own* math instruction.

It's no wonder. Marilyn brings to this new workshop the liveliest, most practical, most effective math techniques she has discovered in her acclaimed career as a teacher, writer and educational consultant. Marilyn's delightful approach to math motivation is guaranteed to have your kids fired-up about math and ready to apply it to *all* kinds of problem-solving. She will also have *you* all fired-up and ready to conquer the "I Hate Math Syndrome."

If you believe that motivation—both yours and the kids'—is crucial to math success, Marilyn Burns has the workshop for you.

POSITIVE DISCIPLINE (K–8)
with Jim Fay

Discipline and behavior problems are one of *the* primary concerns of today's educators and parents. Unfortunately, many attempts to deal with this problem end up as no-win power struggles between teacher and student.

Jim Fay's workshop provides an alternative: positive, practical strategies for resolving the full range of classroom disruptions. A former teacher, currently a school principal, Jim has been refining these techniques for the past 20 years in the only testing environment that counts—the school and classroom. As a workshop leader he has shared the success of his positive discipline with teachers nationwide.

If you are concerned about maintaining classroom discipline and fostering a productive classroom environment, then you'll find Jim Fay's program one of the most helpful workshops you've ever attended.

COPING PRODUCTIVELY WITH TEACHING STRESS (K–12)
with Marian Leibowitz

Marian Leibowitz believes that helping teachers deal with and overcome job-related stress may well now be our biggest challenge. Her workshop is a direct response to that challenge, offering thoroughly realistic, practical strategies you can begin using immediately to bring classroom pressures and demands under control.

Marian will provide you with concrete ways to look at your day, sort out the pressures you can do something about and take action to alleviate them. And she will also help you reduce the morale-draining effects of conflicts that lie beyond your control.

To stop burnout before it starts—or reverse it if it has already begun—this is the place to come for help.

ORGANIZING AND MANAGING THE SECONDARY CLASSROOM (7–12)
with David Newson

Today's secondary classroom places demands on teachers that are unmatched at any other grade level. Scholar, disciplinarian, diplomat, organizational genius—sometimes it seems like you have to be all of these at once just to do your job. And you don't often get a lot of support from your students in your efforts to do your job well.

David Newson's workshop cuts right to the heart of the problem. Using contingency contracting as his central concept, he has designed a workshop to help you get your students to invest *their* time and energy in an ordered classroom, so that they profit *directly* from a stable and productive learning environment.

If you believe that the "I teach, you listen" approach to classroom management won't work at the secondary level, and would like to have an alternative that involves your students in, maintaining a controlled classroom environment, this is the workshop you've been waiting for.

TEACHING THE GIFTED CHILD IN THE REGULAR CLASSROOM (K-8)
with Maryann Gatheral

Meeting the needs of the gifted has become the concern of both the specialist and the regular classroom teacher. And now the Learning Institute, with Maryann Gatheral, has developed a significant new workshop on how to enrich the *regular* classroom *experience* for gifted children—a session guaranteed to be valuable for both regular classroom teachers and specialists.

Drawing on her experience in regular *and* special programs, Maryann has designed this new workshop to provide realistic, thoroughly practical strategies, techniques and activities you can use immediately to provide the enrichment your gifted students need.

If you are concerned about integrating your gifted students smoothly into your existing program and creating a productive classroom for *all* ability levels, Maryann's workshop is the one you should attend.

READING SUCCESS (K-8)
with Bill Halloran

Teachers and librarians keep coming back to see Bill Halloran. Literally thousands have returned to his workshops for a second, a third, or even a fourth time. They come back for his insights, his enthusiasm and his techniques.

You see, Bill helps educators do one thing best of all. He helps them turn their kids on to reading. He will share with you hundreds of classroom tested books that work with children — and scores of ideas for using those books to get your students reading, writing, speaking and listening in every subject you teach.

Some teachers say Bill is magic — but the real magic happens when you put the ideas to work in your own classroom to generate the love of reading and books so important to your children's current and future success.

DEVELOPING RESPONSIBILITY IN CHILDREN (K-8)
with Wanda Lincoln

In Wanda Lincoln's important workshop, you will explore the concrete, practical steps you can take to make responsibility for one's own behavior and learning—and respect for others—a key part of your regular curriculum. And you will learn how to *teach* it just as you teach other skills.

Wanda will share with you ways to deal with immediate crises and ways to steadily build purposeful, productive learning behavior. And you can be sure that every technique comes not from theory but from actual *successful* classroom experience.

If you're looking for truly practical help with this vexing problem, this is a workshop you don't want to miss.

BUILDING STRONG WRITING SKILLS (3-12)
with Murray Suid

As both a professional writer and a former classroom teacher, Murray Suid has a uniquely powerful and helpful perspective on the problem of teaching students to write. And in his exciting workshop, he will show you how you can use "what the 'pros' do" to dramatically improve your students' writing.

You'll learn simple, step-by-step procedures and techniques for stimulating and guiding all types of writing activity — from short paragraphs to full-blown reports and stories. And through it all Murray emphasizes ways to teach both correct mechanics *and* clear, coherent expression.

For thoroughly stimulating, absolutely practical help with your complete writing program, put this workshop at the top of your list.

CIRCLE QUICK-ACTION CARD NO. 38

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Buffalo, NY			Feb. 25	Nov. 5				
Cherry Hill, NJ						Mar. 17		
Chicago, IL	Apr. 1		Dec. 3	Nov. 7	Feb. 4	Feb. 25	Feb. 19	Nov. 13
Cincinnati, OH			Mar. 25	Mar. 31	Feb. 5	Feb. 26		Nov. 20
Cleveland, OH	Feb. 4		Dec. 4	Apr. 1	Nov. 6	Nov. 12	Dec. 2	Nov. 19
Dallas, TX			Apr. 2	Mar. 12				
Davenport, IA			Mar. 12	Feb. 10				
Denver, CO				Apr. 7		Dec. 2		Dec. 4
Des Moines, IA			Mar. 11	Apr. 9				
Detroit, MI	Apr. 2	Jan. 26	Dec. 5	Dec. 11	Nov. 5		Feb. 20	Nov. 14
Fort Lee, NJ			Feb. 19	Feb. 26				
Grand Rapids, MI						Feb. 24		
Hartford, CT			Nov. 6	Oct. 30	Dec. 9	Nov. 14		Mar. 19
Houston, TX		Feb. 10	Apr. 3	Mar. 11	Nov. 20			Oct. 28
Kansas City, MO			Apr. 1		Nov. 19			
Lincoln/Omaha, NE				Apr. 8		Dec. 3		
Long Island, NY	Feb. 6		Mar. 27	Feb. 24	Apr. 9	Mar. 18	Dec. 4	Mar. 5
Los Angeles Area, CA		Nov. 17	Jan. 29	Feb. 5	Mar. 13			Dec. 3
Manchester, NH		Mar. 30	Nov. 5	Feb. 25	Dec. 11			Mar. 17
Milwaukee, WI				Dec. 9				
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New York City, NY		Apr. 1						Oct. 30
Norfolk, VA					Apr. 8			
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Philadelphia, PA		Jan. 28	Mar. 26	Oct. 28	Feb. 10			Mar. 4
Pittsburgh, PA				Apr. 2	Nov. 7			
Portland, OR		Nov. 18	Jan. 28	Feb. 4	Mar. 11			Dec. 2
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REGISTRATION FORM

WORKSHOPS DESIRED

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- ☐ Fay's POSITIVE DISCIPLINE
- ☐ Gatheral's TEACHING THE GIFTED
- ☐ Halloran's READING SUCCESS
- ☐ Leibowitz's COPING WITH STRESS
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CIRCLE QUICK-ACTION CARD NO. 52

Frankly Speaking

Let Me Have *My* Classes

"Please excuse the following students on Monday of next week for a field trip. They understand that they are responsible for any work they miss in your class."

There follows a list of five to 25 names, and if the excuse is for a team sports event, the same names appear every week or two. I am lucky if the organizer puts the notice in my box before the wholesale absence from my classes takes place. Warning or not, the field trips, special meetings, sports meets that take place during the schoolday, and inter-high school conferences occur with alarming regularity.

I resent being put in the position of having to say, "Not on my class time they don't. I'm trying to teach math." Sure, the note in my box says the students will make up the work. But if you believe that, I have a bridge in Brooklyn I'd like to sell you.

If students can't be asked to take field trips on after-school time, can they be asked to do class work after school hours? Will they come in for extra help? My experience has been that most will not.

There are precious few students who can learn math on their own. In remedial or slow classes, students need the daily practice that the class hour affords. In advanced courses, students move fast, because I introduce new topics every day.

Of course, students are going to be absent occasionally. At one time or another, all students get sick or have a personal emergency. These absences are unavoidable. But that is not the case with absences that are the result of departments' scheduling activities that require students to spend time away from class.

Forcing students who want to go to class and also want to participate in extracurricular activities to choose one or the other puts them in a bind. For example, last year, I had an outstanding student leader in my algebra class. She was an officer of her class and a terrific school organizer. Unfortunately, she was a poor student in algebra—which she needed for credit toward her diploma. She needed every class day she could get, plus extra help after school. Yet frequently during our class time, she was sent to inter- and intra-school meetings.

She should not have had to sacrifice these activities or her math class. Under the extracurricular scheduling that our school permits, however, one endeavor suffered. You can guess which one.

Why can't extracurricular activities take place after school? Students can visit the art museum every weekday until five or on Saturday or Sunday. Teachers can set up a visit to a print shop, prison, or popcorn factory after school dismissal at 2:45. My suspicion is that if such outings were scheduled for nonschool hours, the bulk of student interest would evaporate.

When a special event occurs, I believe that students who are really interested will contribute some of their own time. For example, when the King Tut exhibit came to Los Angeles, the County Museum made a block of tickets available to our school district. But the viewing time was set before regular museum hours. Those students who wanted to attend had to be at school at 6 a.m. for an 8 a.m. opening. Teachers and students had a rare opportunity to see a display that even the parents couldn't get tickets for. The exhibit had everything: history, art, ancient technology and culture, romance and intrigue. But it had no allure as a chance to skip classes all day. Now that's a perfect field trip.

Occasionally teachers *must* use school time for extracurricular affairs. Several years ago, Immaculate Heart College sponsored a Los Angeles County Science Fiction Workshop for high school students. Ray Bradbury was the keynote speaker and several other published authors were there. The science fiction class of our English Department received an invitation, and our students had to go that day or not at all. OK, I'm not unreasonable. It was an important opportunity. I agreed that the students from my classes should have the day off.

But the everyday, garden-variety field trip can be scheduled any time. The Norton Simon Museum, the Getty Museum, the Huntington Library are all wonderful places, and I love to visit them. The local college campus, an important industrial plant in town, the neighborhood car repair shop are all source material for broadening educational experiences for students. They should see them. *After school.*

Let's have classes during class time. I'll even be more generous than that. You other teachers: Take your students to wherever you think they will learn. But let me have *my* classes during the all-too-short class time allotted to me. □

This is the first in a series of articles written by classroom teachers on their pet peeves in the classroom. Today's Education *encourages other teachers to submit manuscripts that would be appropriate in the series.*

By FRANCES SPIELBERG
Mathematics Teacher, Herbert Hoover High School, Glendale, California.

The Student with EPILEPSY

First article in a series on chronic health problems of students

To many people, epilepsy is a mysterious, frightening disorder. Misinformation about the disease is prevalent. Many people, for example, have heard that a seizure victim is in danger of swallowing his or her tongue. Anyone trained in basic first aid, however, should know that this is anatomically impossible.

Correcting such misinformation on the part of teachers is important because about 1 American in every 100 has some form of epilepsy. Having an epileptic student in class is, therefore, not uncommon. Faulty information can be terrifying for the teacher who worries unnecessarily about dire possibilities such as strangling on the tongue. Having such a teacher can be harmful to the epileptic student as well. To respond properly to an epileptic student a teacher must be knowledgeable about the disorder and about the procedures to follow in the event of a seizure.

By DAVID J. ANSPAUGH
Associate Professor of Health and Safety Education, Memphis State University;
MARILYN GILLILAND
Public Education Director, Memphis Epilepsy Foundation; and
SUSAN J. ANSPAUGH
Reading Teacher, Shelby County Schools, Memphis, Tennessee.

Epilepsy is a disorder of the central nervous system characterized by sudden seizures, which usually last only a few minutes. Epileptic seizures are not always convulsive, and when they are, they are not nearly so dangerous as they look. Epilepsy is not contagious, and between seizures persons who have it function normally.

Seizures are due to abnormal electrical discharges of the brain cells. In fact, anyone who loses enough sleep or develops a severe imbalance in body chemistry can be made to have a seizure. Such episodes are not considered epileptic seizures, however, because they usually stop when the causal condition is corrected. If persons have had two or more seizures without apparent cause and if further episodes cannot be ruled out, they are likely to be diagnosed as having epilepsy. Usually there will also be some irregularity in the electroencephalogram (EEG), a recording of electrical activity in the brain.

Epilepsy is a result of damaged brain tissue, but the abnormal area may be very small and cause no symptoms other than occasional seizures. Anything

This poster helps children understand epilepsy (from the Epilepsy School Alert Kit).*

A LONG TIME AGO people were afraid of epilepsy. But now we know better. Just as some people have diabetes or have to wear eyeglasses, some have epilepsy.

EPILEPSY HAPPENS when tiny cells in the brain "act up" too much. This can make the body get out of control for a short while. But this soon goes away.

WHEN THIS HAPPENS it's called a "seizure." Some seizures are very small. Some are bigger. Most times the brain and the body are all right between seizures.

WHAT SHOULD YOU DO? Your teacher might ask you to help by moving things out of the way. Afterward, treat your friend the way *you* would want to be treated.

CAN EPILEPSY BE CURED? Doctors are looking for answers. Epilepsy is not contagious. Sometimes it can be prevented. Ask your teacher about this.

DOCTORS FIND OUT if somebody has epilepsy by examining how well the brain and nerves and muscles work together, the same way your doctor examines you.

EVERYBODY'S BRAIN makes electric "waves." A wonderful machine (that doesn't hurt!) makes pictures of the waves that help doctors look for epilepsy.

LEARNING ABOUT THE BRAIN will help you know more about epilepsy and other conditions you have heard of, like muscular dystrophy and cerebral palsy.

MEDICINE HELPS people with epilepsy. Sometimes the best medicine is to treat your friend with epilepsy just like everybody else. That's all he wants!

*Reprinted by permission of the Epilepsy Foundation of America

Students might do special reports on epilepsy to find out about its causes, ways to treat it, or the answers to whatever questions interest them.

that could damage brain tissue, then, could be the cause of seizures. A prenatal causal factor might be improper development of the brain as a result of poor maternal nutrition or a maternal infection such as German measles. A congenital infection such as toxoplasmosis (an invasion of tissue by parasitic microorganisms) can also cause seizures. Some possible causes developing after birth are infections of the nervous system, such as meningitis and encephalitis; ingestion of toxic substances like lead or alcohol; loss of oxygen to the brain from any cause; head injuries (a common cause); or brain tumors. Most types of epilepsy are idiopathic; that is, their cause cannot be identified.

Whatever the cause, several kinds of occurrences can set off a seizure. Feeling extreme stress or fatigue, missing a meal or several doses of medicine, seeing certain patterns of light (sometimes watching television) all can cause seizures in some people. Parents can sometimes tell the teacher what is likely to cause a seizure in their child.

Knowing what seizures look like should give teachers greater self-confidence in dealing with them. Knowledgeable teachers may also be able to recognize the symptoms of youngsters who have undiagnosed epilepsy.

More than 20 different kinds of seizures have been identified; here we will describe in detail the three most common. Two of these types affect the brain as a whole and are therefore called generalized seizures. The third kind of seizure affects only a portion of the brain and is therefore a partial seizure.

1. The *generalized tonic-clonic* seizure (formerly called *grand mal* seizure) occurs most often. Its most obvious characteristic is that the seizuring person loses consciousness and collapses. The seizure has two phases: The tonic phase is characterized by muscle rigidity and blackout; it is followed by the clonic phase, during which the muscles of the entire body jerk convulsively. People in this phase of a seizure may chew (not swallow) their tongues. They may briefly stop breathing or breathe irregularly. They may also drool, turn slightly blue, vomit, and lose bowel or bladder control.

In spite of how uncomfortable people having a seizure may look, it is some consolation to realize that they are unconscious and not experiencing pain. The seizures typically last for up to two minutes but may last longer.

Some people know when they are going to have a tonic-clonic seizure. Just before, they experience a variety of internal sensations such as an unexplained fear, an unpleasant odor, an odd feeling in the stomach, or a ringing or buzzing in the ears. These sensations, which are sometimes referred to as an *aura*, are caused by the onset of seizure activity in the areas of the brain that affect those sensations. Such a partial seizure may spread to other areas of the brain and become a generalized tonic-clonic one. For some individuals, therefore, the partial seizure regularly provides advance warning of the onset of a generalized, convulsive seizure. Such people may have time enough to leave the room or lie down on the floor before losing consciousness.

2. The *absence* seizure (formerly called a *petit mal* seizure) is characterized by a very brief loss of consciousness lasting from five to 20 seconds. Like the tonic-clonic seizure, its effect is *generalized* throughout the brain. In contrast to the tonic-clonic, however, there is not likely to be any muscular involvement. Persons having absences do not fall down and jerk, but for several seconds they will look blank. Other signs may include rapid blinking of the eyes or twitching movements. The absence seizure can be mistaken for daydreaming.

Absence seizures can occur as often as 100 times a day and, as a result, may interfere greatly with children's learning. Sometimes a child with tonic-clonic seizures also has undetected absences that interfere with the learning process. Unlike the partial seizure, however, the absence seizure will not go on to become tonic-clonic. Absence seizures are the most likely to be undiagnosed, and teachers are often the ones who spot the condition.

3. As we have said, *partial* seizures involve only a portion of the brain, and consequently only activity controlled by that portion is affected. There are two types of partial seizures. A *simple partial* seizure is one in which consciousness is usually retained, but there is some involuntary activity, such as the twitching of a finger. In a *complex partial* seizure consciousness is impaired. The person will also engage in involuntary activity controlled by the portions of the brain where the seizure activity is taking place. Simple partial seizures may be seen in grammar school children; complex partial seizures are infrequent under the age of 12 or 13 years, but frequently make their first appearance around the time of puberty. Complex partial seizures are sometimes referred to as *psychomotor* or *temporal lobe* epilepsy because they often originate in the temporal lobe areas of the brain.

The involuntary activity that is characteristic includes such movements as lip-smacking, chewing, mumbling, absent-minded pulling at one's clothing, or fiddling with a small object. Some people who have complex partial seizures walk around or climb or take off their clothes.

Some complex partial seizures cause sensory perceptions not related to physical reality. For example, persons having this kind of seizure may smell something (usually unpleasant) when there is really nothing to smell, or they may see spots in front of their eyes or feel stomach pain or experience changes in color perception.

Other complex partial seizures af-

...tle less of you or me—and ...more of us.

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2866 If you love somebody let them know.

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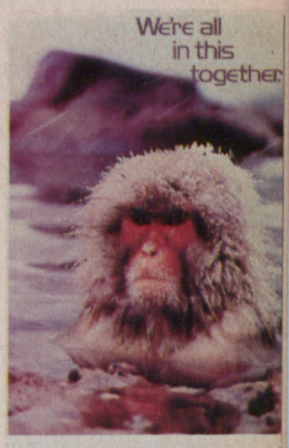
2617 Learn to eat problems for breakfast.

2456 If you want a friend, be a friend.



2187 We're all in this together.

...says see better with my ...

...ry House

2549 A friend is one who comes in when the whole world has gone out.

2353 Do not pray for an easy life. Pray to be a strong person.

2728 Give to the world the best you have and the best will come back to you.

2865 We all need a helping hand.

CIRCLE QUICK-ACTION CARD NO. 16

186 We need each other.

687 No act of kindness, no matter how small, is ever wasted.

399 To know me is to love me.

2589 Thank you, Lord.

2448 Nothing improves my hearing better than praise.

2830 I don't need a great deal of love, but I do need a steady supply.

2646 Lord, protect me and keep me close to your heart.

7009 No caption

2836 I'm so far behind I think I'm first.

2783 Be good to yourself now and then.

874 God grant me the serenity to accept the things I cannot change . . .

2837 I gotta be me.

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3031 The rocky road before you may lead you to a rainbow.

630 Some people make the world more special just by being in it.

2469 You have only to open your eyes to see the hand of God.

2868 Whenever I feel like studying I lie down until the feeling goes away.

2870 You see things as they are and ask "Why?" But I dream things that never were and ask "Why not?"

Tomorrow, I've got to quit procrastinating.

2537 Love understands and therefore waits.

2595 The smallest good deed is better than the grandest good intention.

2584 Sometimes you have to go out on a limb.

It's hard to be good.

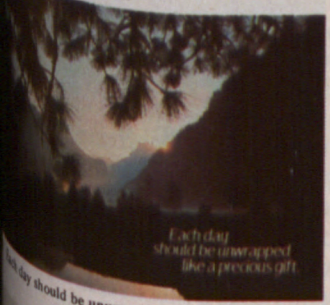
2840 I know what my problem is. What's yours?

2570 To a friend's house the road is never long.

2523 If your heart is full of love, you always have something to give.

Wake up slow.

2407 Happiness is found along the way, not at the end of the road.



Each day should be unwrapped like a precious gift.

660 They can because they think they can.

2208 Complaint Form. Please write your complaint in the square below. Write legibly.

2121 When you dream, dream big!

Hard work never hurt anybody, but I'm not taking any chances.

2438 Hold to a true friend with both your hands.

2607 Don't fuss! Just treat me like any other great person.

2572 I am not afraid of tomorrow for I have seen yesterday and I love today.

It's not how much we have, but how much we enjoy, that makes happiness.

2367 The more I study, the more I know. The more I know, the more I forget. The more I forget, the less I know. So why study?

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	404	Jesus of		2589	Thank you
	660	They can		2595	The smallest
	687	No act of		2607	Don't fuss!
	760	If you do		2617	Learn to eat
	2081	It is not how		2628	It's hard to
	2121	When you		2630	Some people
	2186	We need		2646	Lord, protect
	2187	We're all in		2709	Hard work
	2203	You're		2728	Give to the
	2208	Complaint		2760	Do you ever
	2219	It is hard to		2779	If you love
	2319	When you		2783	Be good to
	2344	I wake up		2830	I don't need
	2353	Do not pray		2832	We all make
	2367	The more I		2836	I'm so far
	2399	To know me		2837	I gotta be me.
	2407	Happiness is		2840	I know what
	2408	Take life one		2858	Now that
	2432	It's nice to		2865	We all need a
	2438	Hold to a true		2866	If you love
	2439	Everybody		2867	Tomorrow
	2448	Nothing		2868	When I feel
	2456	If you want a		2870	You see
	2469	You have		2874	God grant
	2479	I always see		2963	The best
	2503	We all have		2965	Only in a
	2504	I am easy to		2983	Everybody
	2508	A little less		3000	Like a tree
	2523	If your heart		3001	Each day
	2537	Love		3031	The rocky
	2549	A friend is		7009	No caption
	2570	To a friend's			
	2572	I am not			
	2584	Sometimes			

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CIRCLE QUICK-ACTION CARD NO. 16

2858 Now that we're organized, what do we do?

2503 We all have our hang-ups.

760 If you do not understand my silence, you will not understand my words.

2439 Everybody has a right to my opinion.

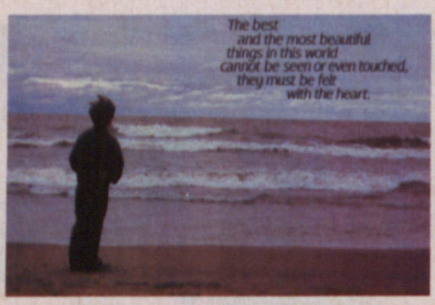
2432 It's nice to be liked just the way you are.

2408 Take life one day at a time.

2983 Everybody needs someone to look up to.

2504 I am easy to please as long as I have things my way.

2965 Only in a world of love can we unfold and bloom.



2963 The best and most beautiful things in this world cannot be seen or even touched, they must be felt with the heart.

2760 Do you ever feel like you've been left out in the cold?

fect emotions so that people feel extreme fear or irritability for no reason. Or they may affect people's cognitive faculties so that during the seizure they don't know who they are or to whom they are talking. Often seizures involve several of these symptoms.

Persons having complex partial seizures are sometimes mistaken for being under the influence of alcohol or other drugs. Or, in a classroom, they may be considered rude and attention-seeking. As we have noted, the aura that often precedes the generalized tonic-clonic seizure is in itself a partial seizure—more precisely, a complex partial seizure.

Complex partial seizures may last from several minutes to several hours. Persons affected usually cannot remember what happened during the seizure, and afterwards they may be in a state of confusion for a while.

Even though *epilepsy* appears on a student's school health records, he or she may never have a seizure in the classroom. One reason is that control with anticonvulsant drugs is very effective. Such drugs completely control the seizures of 50 percent of the people with epilepsy. For another 30 percent the number of seizures is substantially reduced. Also, some people with epilepsy have seizures only while they are asleep, going to sleep, or waking up.

Consequently, in the case of most students with epilepsy, the teacher need have little worry that a seizure will occur at school. Some epileptic students, however, will have seizures in the classroom, and their teachers must know what to do.

Dealing with tonic-clonic seizures. When a tonic-clonic seizure occurs in the classroom, the important thing for the teacher to remember is to stay calm. The seizure will probably pass in a few minutes. The Epilepsy Foundation of America recommends the following simple ways to aid the victim of a tonic-clonic seizure:

- Note—at least mentally—the time when the seizure began.
- Send another student to notify the school nurse.
- Ask a couple of students to help. Calm the others down and have them move away and work on something.
- Help the affected student into a lying position and put something soft and flat under the head.
- Remove glasses and loosen any tight clothing around the neck.
- Clear the area of hard or sharp objects.
- Do not try to restrain the student; you cannot stop the seizure. Turn the student on his or her side to allow saliva to drain from the mouth and to help keep the airway open.
- Do not force anything into the student's mouth.
- Arrange for someone to stay nearby until the student is fully awake.
- Be reassuring and supportive when he or she awakes.
- After the seizure the student will awaken confused and disoriented. Do not offer the student any food or drink until he or she is fully awake.
- Make arrangements for a clean-up and a change of clothing for the youngster who loses bowel or bladder control.

In general, there is no need to call a doctor or send the child home unless there are medical instructions to do so. An ambulance or medical person *should* be called, however, if any of the following conditions exists:

- There is no history of previous epilepsy, and this appears to be a first seizure.
- The seizure lasts more than 10 minutes.
- The child goes from one seizure to another without regaining consciousness.
- The child has stopped breathing during the seizure and does not start again afterwards (in which case, immediate mouth-to-mouth resuscitation also is necessary). *Brief* cessation of breathing and a bluing of the lips often occur and are temporary.

Dealing with absence seizures. Teachers can do little for absence seizures beyond recognizing them. They can, however, report suspected absence seizures to the school nurse. In addition, the teacher needs to be aware of the necessity of repeating instructions or comments which the child may have missed during an absence seizure.

Dealing with complex partial (psychomotor) seizures. When such a seizure occurs, teachers should use the following guidelines:

- Calmly explain to the other students what is happening.
- Do not try to stop or restrain the student affected.
- Try to remove harmful objects from the student's pathway or coax him or her away from them by talking softly.
- Do not agitate the student.
- If you are alone, do not approach a student who appears angry or aggressive during a complex partial seizure.
- Do not leave the student who is regaining consciousness alone; he or she may be confused or disoriented.

Some teachers feel anxious about convulsive epileptic seizures in the classroom because they fear the other students may react by becoming disruptive or upset. From conversations with teachers who have successfully dealt with this problem, we can offer several suggestions.

Parents can sometimes tell the teacher what is likely to cause a seizure in their child.

If the seizure is the first one the class has witnessed, an immediate, on-the-spot explanation might go something like this:

> Johnny is having a brief seizure. It does not hurt him. It will soon be over. When he stops, we will let him rest. He will probably join us soon. Susan, when he is ready to work again, will you tell him what we have been doing. Now let's get back to this arithmetic.

The complex partial seizure will probably not be so disruptive to the class as the tonic-clonic seizure. The teacher may briefly explain the prob-

lem and assign another student to stay with and protect the seizuring student. The rest of the class should be expected to continue their work. Or the teacher may prefer to stay with the child.

The most important factor is the teacher's attitude. If the teacher is calm and unafraid, the students also can take a matter-of-fact approach. When there is time, the teacher should go over ways to help a person having a seizure. Someone will probably ask what causes convulsive seizures. The teacher can say something like the following:

Everything that people and animals do—their actions, thoughts, feelings—happens because tiny electrochemical impulses like electricity move from one brain cell to another. We move our hands because these impulses are moving from cell to cell in the "hand moving" part of the brain. When everything is working properly, a person has his or her muscles and mind under control. But, when too many electrochemical impulses are generated, they may cause other cells to fire, starting off a kind of chain reaction, causing hands and feet and muscles to jerk and causing the person to lose consciousness. This is what is called a seizure.

To explain complex partial (psychomotor) seizures, teachers can point out that too many electrochemical impulses are being produced in the particular part of the brain that controls whatever kind of behavior the epileptic child exhibits during seizures. They should be sure to point out that the extra impulses are produced for only a short time and that the person will soon regain consciousness and control.

If students seem concerned about why too many impulses are produced, the teacher can explain epilepsy as a symptom of damaged brain tissue, perhaps like this:

Sometimes a person develops a scar on the arm after a cut heals. The same thing happens in the brain. The cells in the scar are different from the cells in the rest of the brain, and they are extra sensitive to the electrochemical impulses. They may also fire independently, affecting other cells. But pretty soon the brain gets everything back under control.

It's important to stress that after the seizure the person functions normally.

Students might do special reports on epilepsy to find out about its causes, ways to treat it, its history, or the answers to whatever questions interest them.

Teachers should be sensitive about the epileptic student's self-image when they introduce discussions of epilepsy into the classroom. We believe it is a mistake to explain the disorder by emphasizing the extent to which the epileptic student is *different* from other students. Many students have special conditions, such as nearsightedness, an allergy, or diabetes. But teachers are not as likely to be called upon to explain these conditions as they are epilepsy, probably because students already understand these others as well as they need to. Because epilepsy seems mysterious, requiring explanation, children are likely to label their epileptic classmates *different*.

Youngsters with epilepsy often feel that *different* really means *dumb* or *undesirable*. Some of them are already at a scholastic disadvantage. Absence seizures reduce the amount of time a person is conscious and aware of what is happening. Consequently, children who have them frequently may lose confidence because they realize that others have information they have missed. Fear of losing control in the presence of others adds to feelings of vulnerability. Youngsters who already feel inadequate, then, may easily see themselves as dumb or undesirable.

Inappropriate behavior by an epileptic child is the last difficult area for the classroom teacher. A teacher may be reluctant to discipline a child with epilepsy for fear the stress of discipline will bring on a seizure. The teacher who habitually allows an epileptic child to get away with undesirable behavior, however, will probably become angry at this self-imposed frustration. The child, in turn, is likely to sense the anger, take the blame for it, and see himself or herself as even more undesirable than before.

It is truly a dilemma whether to avoid discipline and hope for fewer seizures, or to risk seizures and mold a more socially acceptable youngster. The threat of more seizures cannot be ignored, because frequent seizures during childhood can adversely affect the learning process. But consultation with parents and with school health authorities will probably convince the teacher that the rewards of normal living justify the risks. According to the Epilepsy Foundation of America, ". . . people with epilepsy have fewer seizures if they lead active, productive lives."

Another fact to remember is that between seizures most epileptic children in a regular classroom are able to function as normally as children without epilepsy. If the epilepsy is not accompanied by a mental or physical handicap, teachers can expect epileptic children to show growth and productivity appropriate to their age level. Some medications for epilepsy have a "slowing" effect on brain function, however. A child needing a lot of medication to control seizures may need extra help or more time to complete tasks.

If children with epilepsy have problems adjusting socially, it may be because their parents have overprotected them. Parents often fall into the trap of fearing seizures so much that they do not require their epileptic children to act responsibly.

Epilepsy is no excuse for bad behavior. Like other children, epileptic youngsters thrive best when there is reasonable pressure on them to develop their potentials. Reasonable expectations for productivity and socially adaptive behavior usually do not produce too much stress in a student. If an epileptic student feels such great stress that seizures become very frequent, or in situations that are only reasonably demanding, the teacher should seek other solutions, such as counseling, therapy, or behavior modification. The student's doctor should also take another look at the child's dosage of medication.

Above all, epileptic students must be made to feel that they can participate in all facets of school life, including physical activities, team sports, and athletic contests. In this way they can develop the self-confidence and skills they need for happy and productive lives. □

The Epilepsy Foundation of America publishes lesson plans for use in teaching about epilepsy in the classroom, as well as other information materials and a film list for all age groups. Some brochures are free. In addition, the comprehensive Epilepsy School Alert Kit is available for $3 from some local epilepsy associations or from the national office (1828 L St., N.W., Washington, DC 20036).

Notable Children's Films, 1980

This list presents notable 16 mm films for children, preschool through grade eight. It was compiled by the members of the Film Evaluation Committee of the Association for Library Service to Children, a division of the American Library Association, with suggestions from school and public librarians and audiovisual specialists across the United States. Teachers should also preview each film before presenting it in the classroom.

Included are films of especially commendable quality that reflect respect for the child's intelligence and imagination: films that, in exemplary ways, reflect and encourage children's interests. In making selections, the committee considered technical aspects, including the use of special techniques, visuals, voices, music, language, and sound effects to create a unified artistic whole.

Films are in color unless otherwise noted. All were copyrighted or released in the United States during 1978 and are now commercially available. While most can be rented, only the sale price is listed, and that is subject to change.

The following symbols have been used to suggest audience level: Pr-preschool; P-primary; I-intermediate; J-junior high.

Aquarium. The wonder of unusual sea creatures is captured in exquisite color photography accompanied by a musical score that emphasizes each creature's uniqueness. Film notes provide identifying information for this nonnarrated film. P-I-J. Producers: Bob Cronowski, Bill Walker, and Mel Wasserman. Perspective Films. 10 min., $209.

Christmas Lace. A young lacemaker's gift affects a desperate thief in this beautifully photographed Christmas film set in nineteenth-century Quebec. P-I. Filmmakers: George Mendeluk and Linda Sorenson. Producer: George Mendeluk. Encyclopaedia Britannica Educational Corp. 27 min., $395.

Claymation. A behind-the-scenes look at the techniques and procedures of Vinton's unusual clay animation. This imaginative production also features clips from some of his well-known films. P-I-J. Filmmaker: Will Vinton. Producer: Susan Shadburne. Pyramid Films. 18 min., $295.

Floating Free. Exciting action photography of the 1977 World Frisbee Championship provides an enjoyable celebration of the skillful prowess of both humans and canines. P-I-J. Filmmaker: Jerry Butts. Pyramid Films. 11 min., $225.

Hardware Wars. Princess Ann Droid and Fluke Starbucker take on the giant waffle iron in the sky and battle a toaster in this nuts and bolts satire of *Star Wars*. P-I-J. Producers: Ernie Fosselius and Michael Wiese. Pyramid Films. 13 min., $275.

Kuumba: Simon's New Sound. Simon uses his creativity to invent the steel drum at carnival time in Trinidad. Animated by American teenage women, this film is one of a series highlighting the seven African principles of unity. Pr-P-I. Producer: Carol Munday Lawrence. Beacon Films. 8 min., $160.

Man from Nowhere. When orphan Alice comes to live with her wealthy great-uncle, the sinister "man from nowhere" appears, warning her to leave Tower House at once. I-J. Producer: Jean Hadlow. Lucerne Films. 58 min., $600.

Nikkolina. Nikkolina wants most of all to ice-skate, but when her great-aunt Sofia comes from Greece for a family wedding—scheduled the same day as a skating competition—Nikki must consider her family loyalties and make a difficult decision. I-J. Filmmakers: Glen Salzman and Rebecca Yates. Producer: Fruits and Roots Productions. Learning Corp. of America. 28 min., $395.

Rag Tag Champs. A well-paced story of a baseball team's fight for survival. Plucky Jake, threatened with being sent to a foster home, must win the right to stay with his Uncle Lenny. Based on the book *Jake* by Alfred Slote (Lippincott, 1971). P-I-J. Filmmaker: Robert Chenault. ABC Wide World of Learning. 48 min., $615.

Roundabout. A sensitive fantasy in which a young boy and an elderly man share the magic of a toy carousel. P-I. Filmmakers: Leah Miller and Pieter Van Deusen. Churchill Films. 19 min., $315.

Tap Dance Kid. Twelve-year-old Emma and eight-year-old Willie challenge their middle-class parents' wishes when they fight for Willie's right to be a tap dancer. A shortened version of the film based on the book *Nobody's Family Is Going To Change* by Louise Fitzhugh (Farrar, 1974). I-J. Producer: Evelyn Barron. Learning Corp. of America. 33 min., $395.

Veronica. A warm documentary of the life of Veronica Nakarewicz, a first-generation Polish-Canadian child who lives above her parents' bakery on Queen Street in Toronto. P-I. Filmmaker: Beverly Schaffer. Producer: National Film Board of Canada. The Media Guild. 14 min., $230.

Distributors

ABC Wide World of Learning, 1330 Ave. of the Americas, New York 10019.

Beacon Films, 1250 Washington St., P.O. Box 575, Norwood, MA 02062.

Churchill Films, 662 N. Robertson Blvd., Los Angeles 90404.

Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago 60611.

Learning Corp. of America, 1350 Ave. of the Americas, New York 10019.

Lucerne Films, 7 Bahama Rd., Morris Plains, NJ 07950.

The Media Guild, P.O. Box 881, Solana Beach, CA 92075.

Perspective Films, 369 W. Erie St., Chicago 60610.

Pyramid Films, Box 1048, Santa Monica, CA 90406.

Single copies of the notable film list are available for 20¢. Send self-addressed, stamped envelope to ALA Order Department, 50 E. Huron St., Chicago 60611. Quantity discounts are available.

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CIRCLE QUICK-ACTION CARD NO. 48

NEA Publications

Videotapes for Teachers By Teachers

Videotapes of successful teaching practices are now being developed *for* classroom teachers *by* classroom teachers—in classrooms. For the first time, teachers are the producers and directors of, as well as the chief actors in, a series of fast-paced workshops for their continuing education.

One of the videotapes explores a way to combat vandalism. In "A Teacher's Prescription for Reducing Vandalism," Gary Obermeyer, an art teacher in Seward, Nebraska, shares his experience of increasing students' feeling of school pride by having them paint murals on the walls. "Kids leave these paintings alone; kids won't mess with other kids' work," he says.

Obermeyer's idea was that restrictions on what students can do where and when in school buildings lead to their feeling alienated—to their feeling that the school is not theirs. Seeing their art on the walls, however, makes them feel better about their school. Through art, students affect their environment and come to identify with it. This is one way to reduce vandalism that seems to work.

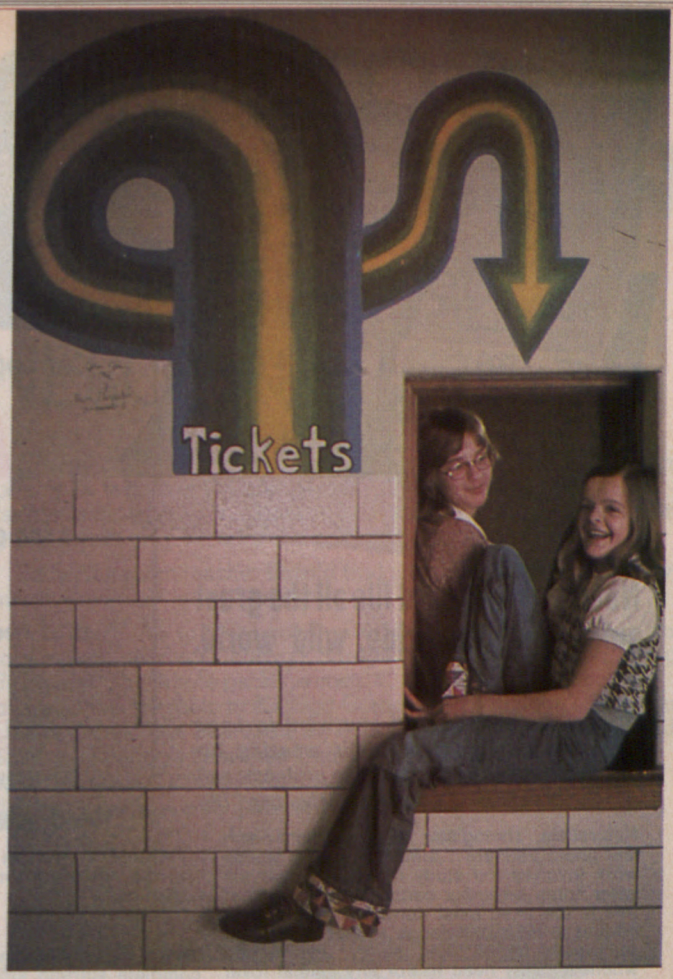
Two other videotapes in the series investigate a program for the gifted and talented. The program was developed by Sally Reis at East School in Torrington, Connecticut.

- In "The Politics of Working Together," Reis, five fellow teachers, their principal, and their superintendent react—in a completely unrehearsed session—to the Renzulli Enrichment Triad Model, a three-part management plan that allows for individualized enrichment programs for gifted students. The consensus of the meeting is that the program benefits not only students but the whole school.
- In "A Gifted Program in Action," gifted students discuss their projects with the classroom resource teacher.

The Teachers Institute of Continuing Education, Inc., in Phoenix, Arizona, is producing the tapes. By the end of 1980, the institute hopes to complete approximately 25 videotapes. Subjects to be developed include bilingual education, curriculum enrichment, motivating the alienated, teaching the handicapped, reading in content areas, and violence in schools.

The eight-member Advisory Council of the Institute consists entirely of NEA members, many of whom are known as state and national teacher leaders:

- *Luther Burse*, an industrial arts teacher at Cheyney (Pennsylvania) State College, is a member of the NEA Executive Committee and a member of the NEA's Black Caucus.
- *Kaye C. Chatterton*, a guidance counselor in Sandy, Utah, is an NEA director for Utah.
- *José Correa*, a Spanish teacher in Colorado Springs, Colorado, is former chairperson of the NEA Chicano Hispanic Caucus.
- *Donald Eklund*, a history teacher in Phoenix, Arizona, is former president of the Arizona Education Association.
- *Elayne Hunt*, an elementary school counselor in Odessa, Texas, is a member of the NEA Board of Directors.
- *Louise Kutz*, English and speech teacher in Stillwater, Minnesota, serves as a member of NEA's Standing Committee on Instruction and Professional Development.



- *Frank Montalbano*, a former history teacher in the Fairlawn, New Jersey, public schools, is now director of supervision and curriculum there.
- *Gary Obermeyer*, a junior high school art teacher in Seward, Nebraska, is past president of the Nebraska State Education Association and a member of the NEA Executive Committee.

These eight teachers select the subjects (innovative teaching or problem-solving techniques) for videotaping. NEA state affiliates then recommend teachers known for their successful handling of the selected subjects to be filmed in their classrooms. Finally, the Advisory Council must approve the edited version of each videotape.

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The Teacher and the Law

No Hiding from the Constitution

A decision by the U.S. Supreme Court in a suit involving neither a teacher nor a school board may nevertheless represent one of the most valuable court victories for teacher rights in recent years. The April 1980 decision, in Owen v. *City of Independence*, denied local governmental entities—a category that includes school boards—immunity from monetary liability for constitutional violations even when committed in good faith. For educators, this means school boards may no longer use the legal argument of immunity as a shield to protect them from liability claims of teachers whose constitutional rights have been violated.

The suit was brought in 1976 by a former Independence, Missouri, police official, George D. Owen, who claimed he had been dismissed from his job and publicly stigmatized without due process. The city, however, challenged Owen's right to recovery since it had not knowingly defied the Constitution. At the time of Owen's dismissal, in 1972, the Supreme Court had not yet handed down the decisions which were to establish the due process rights of public employees. The attorneys for Independence argued, therefore, that the city could not be held accountable for complying with them. (Later in 1972, in *Board of Regents* v. *Roth* and in *Perry* v. *Sindermann*, the High Court established the right to name-clearing hearings for public employees whose reputations are damaged in the course of their dismissals.)

Title 42, Section 1983 of the U.S. Code establishes that "every person who, under color of any statute, ordinance, regulation, custom, or usage of any state or territory" subjects another individual to the deprivation of a right guaranteed by the Constitution or law is liable for the damages caused. In 1961, in Monroe v. *Pape*, the Supreme Court concluded that local governments did not fit the definition of *persons* as listed in Section 1983 and were therefore not liable for damages when they violated someone's rights.

Nearly two decades later, in 1978, this serious barrier to individuals seeking relief from unconstitutional behavior by local government was removed. In that year, the Court reversed itself and ruled, in *Monell* v. *Department of Social Services of the City of New York*, that these bodies were persons under Section 1983.

In *Monell*, the Court dealt with an unconstitutional citywide maternity policy that New York had established centrally and which it implemented through its subdivisions. Ruling that such entities were not entitled to absolute immunity, the court found the city liable. The Court left for another day the question of limited immunity, e.g., immunity for unconstitutional actions committed in good faith.

That day came on April 16, 1980, when the Court delivered its decision in *Owen* and ruled that local governments could no longer hide behind good faith immunity in the face of claims based on Section 1983.

The decision incorporated arguments that the NEA made in a friend-of-the-court brief it filed jointly with the Lawyers Committee for Civil Rights under Law. The Court ruled that the arguments for municipal immunity were contrary to the very purpose of the law. Justice William J. Brennan, Jr., joined by Justices Byron R. White, Thurgood Marshall, Harry A. Blackmun, and John Paul Stevens, wrote the majority opinion. Addressing the question of good faith immunity, Justice Brennan wrote, "The knowledge that a municipality will be liable for all of its injurious conduct, whether committed in good faith or not, would create an incentive for officials who may harbor doubts about the lawfulness of their intended actions to err on the side of protecting citizens' constitutional rights."

The city had argued that denying good faith immunity to local governments would inordinately inhibit them from acting in an intelligent, expeditious manner, since the threat of potential liability would intimidate officials into inaction. The Court agreed that assigning such liability to individuals might produce that effect but said that this possibility was "significantly reduced if not eliminated, when the threat of personal liability is removed"—as it is when a government official acts in good faith.

If the potential for liability does cause officials to analyze seriously the constitutionality of proposed actions, the law is in fact performing its function, the majority of the Justices concluded. "To criticize 1983 liability because it leads decision makers to avoid the infringement of constitutional rights is to criticize one of the statute's raisons d'être," they said.

The *Owen* decision means that school boards and analogous governmental bodies will increasingly have to respond to the substance of charges of unconstitutional behavior. Obviously, not every constitutional claim brought by a teacher will result in an award. The decision will now, however, be more likely to turn on the facts of the specific case than in the pre-*Owen* past.

In the last few years, the NEA Unified Legal Services Program has won a number of significant constitutional lawsuits on behalf of educators. These victories have often brought both large awards for financial damage and reinstatement of the teachers involved. Until *Owen*, however, the courts lacked a consistent response to the question of what kind of immunity was available to the defendant school boards. The *Owen* decision should remove a major roadblock to teacher advocates pursuing such lawsuits.

According to NEA Deputy General Counsel David Rubin, "This decision should encourage school authorities to err on the side of caution before taking action which may violate a teacher's constitutional rights. Their incentive to do so is particularly substantial because the decision rejects immunity for local governmental bodies not only from back pay awards but also from consequential damages generally. The decision is also gratifying because it holds that good faith immunity is not a defense for such bodies even where the action taken was valid under then current law and only later determined to be unconstitutional."

The knowledge that immunity no longer exists as an escape hatch may result in school boards' being noticeably more prudent about observing the constitutional rights of their employees.

—**Barbara Stein,** *NEA Teacher Rights.*

Research Clues

By JOHN H. HOLLIFIELD
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.

Do female students still lag behind males in mathematics participation and achievement?

Not by much, according to a national survey of 1,452 13-year-olds and 1,788 high school seniors funded by the National Institute of Education and conducted by the Education Commission of the States. In fact, no large sex differences were found for participation in math courses.

Among high school seniors, 37 percent of females had taken four years of high school math as compared to 41 percent of males. And among 13-year-olds, nearly 50 percent of each sex plans to take four years of high school math, and an additional 20 percent of each sex plans to take three years.

The researchers found some achievement differences for high school seniors. Males significantly exceeded females in ability to solve word problems. There were, however, no sex differences in performance in algebra or computation, nor were any differences found in tests of spatial visualization—the ability to visualize shapes and mentally move or rotate them. This finding is highly significant because previous studies have found such differences and have often cited them as being the primary reason that males dominate in mathematics.

Among 13-year-olds, achievement is a different story. Compared to males, females do better in computation and spatial visualization, as well on algebra items, and almost as well on problem-solving tasks. Coupled with the finding that 13-year-old girls plan to take as many math courses in high school as boys, these results imply a definite trend toward equality of males and females in math participation and achievement in school.

The study found three factors that correlate highly with participation in mathematics by both sexes:

- Positive attitudes toward math
- A perceived need for math in future career and educational plans
- Positive influence of parents, teachers, and counselors.

The study points out that teachers can have a large influence on students' attitudes toward math in general and that, for female students, teacher encouragement was one of the main factors influencing mathematics participation. It concludes that parents, teachers, and counselors need to understand and transmit to students the necessity to take math in order to keep their options open. They must also hold the same high expectations for female students as for males in order to provide a base for equal opportunity in scientific and technical careers.

See Jane M. Armstrong. "Achievement and Participation of Women in Mathematics: An Overview." Education Commission of the States, March 1980.

Do students who prefer open classroom instruction achieve better in open classrooms?

Yes, says this study of 285 students in 15 junior high school science and social science classrooms. The study measured achievement on a battery of inquiry skills at the beginning and at the end of the school year. It found that students who were in open classrooms and who preferred open instruction showed significantly greater gains in achievement than other categories of students.

The methodology of the study is complex but worth examining. The authors break down the contribution of four blocks of variables to determine how much each block contributes, over and above each previous block, to explaining the increase between pretest and posttest achievement scores. (A *block* is simply one measurement or several related measurements grouped under the same heading.) The chart below shows the relative contribution of the four blocks.

Block	*Variable(s) Represented*	*Percent*
1	Pretest performance score	18.2
2	General ability and sex	3.2
3	Actual openness	1.1
4	Congruence of actual openness with preferred openness	5.0

These results help to show the complexity of educational research in general. For one thing, pretest performance explains the greatest amount of achievement difference. This simply means that students who perform well on the pretest are likely to perform well on the posttest. Second, general ability and sex influence achievement significantly—a common finding in many studies. Third, openness of instruction in itself made no significant contribution to achievement. The contribution was significant, however, for students who had a preference for open instruction that matched the way they were being instructed. This finding supports the contention that "person-environment" congruence can enhance student achievement, a notion that researchers have often expounded but for which they seldom provide supportive data.

Finally, it is worth noting that the four blocks of variables fail to explain 75 percent of the variance in pretest to posttest scores of the students.

See Barry J. Fraser and A. John Fitzroy toul. "Person-Environment Fit in Open Classrooms." *Journal of Educational Research* 73: 159-67; No. 3, January-February 1980.

Will students who prefer to learn by either auditory or visual methods achieve better if taught by their preferred method?

The evidence says No, according to this review of 22 research studies devoted to answering this question. Most of the studies were conducted with first, second, and third graders. The authors used auditory (phonics) reading instruction and visual (sight) reading instruction as the alternative teaching methods.

The hypothesis that teaching method should match the learner's preference has been around for a long time, the authors note. They think many teachers, especially those in the learning disabilities field, may accept it as true. Of the 22 studies that they review, however, only two supported the hypothesis. Six found no evidence of interactions at all, and three found evidence that students with auditory or visual methods could be most effective even with students who preferred the other method.

Note that this review conflicts somewhat with the findings of the study reported immediately before this one, in which students who preferred open instruction seemed to achieve better in open classrooms.

See Thomas J. Kampwirth and Mary

n Bates. "Modality Preferences and Teaching Method: A Review of the Research." *Academic Therapy* 15: 597-605; No. 5, May 1980.

What happens to students' attitudes toward school as they progress from grade one to grade eight?

This survey of almost 3,000 students in one state finds that students' positive attitudes toward school decline as grade level increases. On an attitude index, first graders showed a mean attitude score of 6.05 out of a possible 10, while seventh and eighth graders' combined mean score was 3.47. Students' scores dropped almost consistently at each grade level from one to eight.

The study used an attitude inventory in which students mark a happy, neutral or sad face to indicate their response to questions such as "What face do you wear when it is time for math?" The survey measured attitudes toward school and attitudes toward specific subjects as well.

Especially large decreases in positive attitudes occurred between grades one and two, four and five, and six and seven. The decrease in positive attitudes toward school in general did not carry over, however, to specific subjects. Student attitudes toward math, reading, art, science, and other subjects did not decrease nearly as much as their attitudes toward school in general. Attitudes toward social studies, however, which were measured from grade four on, were lower than all other subject attitudes and lower even than attitudes toward school in general in grades four and five. Also, compared to other attitudes, boys' attitudes toward school in general were increasingly negative across grade levels.

This survey's results have many implications for teachers. First grade teachers should be aware that they are receiving students who are generally positive and eager, but that this condition is not a stable one that will automatically hold over into the second grade. Teachers must encourage and motivate these positive attitudes if they want them to remain positive. Similarly, seventh grade teachers should be aware that students entering their grade are at a critical point—the decrease in positive attitudes toward school and toward specific subjects between sixth and seventh grade is large and dramatic.

This survey points to definite problems for social studies teaching, as students show extremely low regard for this subject in grades four through eight. Teachers should seek ways to make their school and district supervisors and curriculum personnel aware of this problem and of the need to improve social studies relevance and teaching methods.

The study data imply strongly that teachers have the ability to maintain positive attitudes of students. The fact that student attitudes toward specific subjects do not (except for social studies) decline as rapidly as their attitudes toward school in general indicates that a teacher in any one classroom or subject area can successfully maintain positive student attitudes toward some aspect of learning.

See Tom Haladyna and Greg Thomas. "The Attitudes of Elementary School Children Toward School and Subject Matters." *Journal of Experimental Education* 48: 18-23; No. 1, Fall 1979.

Does the use of electronic calculators in classrooms increase students' academic performance and improve their attitudes?

This review of 34 empirical studies conducted at the elementary, secondary, and college levels finds that students show increased computational achievement when they are allowed to use calculators. The studies show no consensus, however, on the effects on their higher level conceptual achievement or attitudes. The author recommends that schools initiate programs to use the unique capabilities of calculators and to integrate use of calculators logically into the instructional process.

Teachers who allow calculators in class might want to address the question of whether they are simply letting students avoid the drudgery of computation (which may be appropriate) or whether they are going beyond simple computational use to try to realize the full benefits that calculator use might produce.

See Dennis M. Roberts. "The Impact of Electronic Calculators on Educational Performance." *Review of Educational Research* 50: 71-98; No. 1, Spring 1980. □

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CIRCLE QUICK-ACTION CARD NO. 27

Classroom Tips

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing, Chula Vista, California.

These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas for possible use in future issues of Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

Mail suggestions to Box CT, Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

We who have no obvious handicaps are frequently ill at ease in the presence of the handicapped. Resource specialist Cindi Souviney of the Horton Elementary School in San Diego worked with the San Diego Community Service Center for the Disabled (CSCD) to put together a Disability Awareness Week. The purpose of the Week was to help Horton students learn to feel comfortable with handicapped people—and the latter with them.

Bill Hampton, director of the Disability Awareness Program at CSCD and himself paralyzed from the neck down in a diving accident, stressed that the Week should aim at acceptance of the handicapped as individuals. The procedure at Horton was for two three-person teams of disabled adults to visit several classrooms on each of the Week's five days. A team might consist of a person who was blind, another who had advanced muscular dystrophy, and a third who was disabled by a back injury. Team members talked to the children about their disabilities and about how they were coping with them socially and professionally.

For example, when Randy George, who has muscular dystrophy, visited a classroom, one child pointed to a container in a bag under his wheelchair and asked him what it was. George, who can neither walk nor stand, explained that the bag held a urinal. Without it, he would need someone else's assistance in the bathroom. He also told the children that his wife, born with neither left foot nor left arm, uses a small crane to lift him into bed.

A follow-up event to the Awareness Week will be a wheelchair basketball game between school staff and a team of handicapped persons.

Even when handicapped people are not present, there are many ways, according to Souviney, that "normal" persons can learn to empathize with them. They can, for example, spend part of a day in a wheelchair or with a blindfold on or with one arm tied down. The resulting limitations can help the able-bodied see the difficulties the physical environment presents the disabled. The experience may also stimulate them to do something to adapt that environment to benefit the handicapped.

Do the children in your class really know where they live? Jean N. Coppola of Green Grove School, Neptune, New Jersey, makes sure her third graders not only can say but also write out their entire individual addresses. Parents help students memorize their street names. Ms. Coppola puts the appropriate city, county, state, and country names on class spelling lists. Eventually she adds "North America," "Northern Hemisphere," "Atlantic Ocean," and "Earth" to the lists to enable the youngsters to identify properly the dot on the globe that is home. The children of course enjoy reciting this litany. After they have passed a test on these words, the children select 8x13 cm cardboard houses—which Ms. Coppola has helped them make—on which they write their names and which they staple to an "I know where I live" bulletin board. □

It hardly seems possible that we aren't all specialists in nutrition by now, considering the barrage of programs, articles, and books that entreat us to quit junk food. Judging by the nationwide problem of litter, however, we still have the munchies for the wrong things.

Hoffmann-La Roche Inc., a manufacturer of pharmaceuticals and chemicals, also crusades for good nutrition. Their Peppermint Playhouse Puppeteers visit schools and put on plays that stress good health habits. Principal Playhouse characters are Party Pooper, superhero Zapman, and Queen NERVES, whose name is an acronym for Nutrition, Exercise, Rest, Visits (to doctor and dentist), Education, and Safety and Sanitation.

Whether or not the Puppeteers visit your school, Hoffmann-La Roche suggests the following classroom activities to encourage good nutrition:

- Construct a general store in the classroom from empty food boxes and cans. Let the children "shop" for a balanced menu.
- Visit the school cafeteria and ask the dietician to explain the problems and processes of cooking for many people.
- Visit a dairy.
- Have a tasting party. Ask the children to bring something nutritious (but delectable) from home—enough for each classmate to have a bite.
- Have a cooking party. Make something nourishing, such as peanut butter or yogurt.
- Test foods for nutrients—proteins, carbohydrates, fats, etc. (These tests are described in general science books.)

Hoffmann-La Roche has found that children's interest in exercise picks up if they do the following:

- Take their pulse rates before and after vigorous exercise and find out the reason for the change.
- Learn how to use a stethoscope and then use it to listen to and time their own heartbeats. They should know that the heart is a muscle and that as muscles work harder, they become stronger.
- Bring in sports pictures and discuss the contribution of each activity depicted to physical fitness.
- Write about their favorite way to exercise.
- Construct figures from pipe cleaners or clay that demonstrate various physical activities.

At the Benjamin Franklin School in Binghamton, New York, art teacher Joan Mary Macey caters to children's interest in drawing on large, irregular surfaces by providing them with chicken wire as a base to place under drawing paper. For these "texture rubs," a hardware store cuts 30 cm by 45 cm pieces of wire mesh. After Ms. Macey wraps the edges with masking tape to prevent scratches, the children lay paper on top of the mesh and start rubbing with crayons held sidewise (two or more crayons might be held together with a rubber band). They cut the resulting colorful and patterned paper into seasonally appropriate shapes or just leave it as it is.

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Name
558
Date
Read each paragraph. Decide which answer best tells the main idea and circle.
1. Long, long ago, there was a family named O'Leary. They lived in a castle. One summer, the O'Learys wanted to go on vacation. Our castle doesn't have any locks. Mr. O'Leary said. We need to get a good dragon to guard our gold.
a. planning a summer vacation
b. looking for a castle guard
c. where the O'Leary family lived
2. "Oliver is our finest dragon," said the pet forest owner. Mr. O'Leary didn't think Olive looked very fierce. But he had big, beady eyes—a sign of a good dragon. Olive jumped out of his nest. He wagged his tail and picked up a toy bone. It rattled.
a. picking out a dragon
b. a friendly pet
c. leaving the nest
3. "Good-bye, Olive," waved the O'Learys. "Take good care of our castle and our gold. Early Sunday, three men sneaked up on the bridge. Olive sat up on his tail. He tried to roar. It sounded like "yip-yip." He tried to breathe fire. Only a little steam poured out. Olive cried
a. a very soft roar
b. leaving for vacation
c. trying to guard a castle
4. "Look, it's only a baby dragon!" The men felt sorry for Olive. "Let's make him a hero." Inside the castle, the men tossed around some furniture. "Stand here in front of the gate, Olive. The O'Learys will be home soon. They will think you scared us away." Olive was so happy. Tomorrow he would practice his roar and his fire.
a. a happy ending
b. running a castle
c. a little dragon comes home
Thinking Time
Read the next two questions. Answer them on the back of this paper.
1. In story #1, find a word that means "to take a trip." Now write two things about the last trip you took (even if it was just to the store).
2. Read story #2. How could you tell Olive was just a baby dragon?
20

Math Word Problems

600 **Grade 1**
601 **Grade 2**
602 **Grade 3**
603 **Grade 4**
604 **Grade 5**
605 **Grade 6**

Helps you teach students how to solve word problems. Students read the problem, think about it, decide what operation to use, write the number sentence and solve it, label the answer.

Vocabulary Development

568 **Gr. 2-3**
569 **Gr. 3-4**
570 **Gr. 4-5**
571 **Gr. 5-6**

Factual, interesting stories for all levels include six questions about the stories. Definitions, synonyms, antonyms, homonyms, pronoun references and classification skills. Extra credit or bonus activity on each page.

Getting the Main Idea

487 **Grades 2-3**
558 **Grades 3-4**
559 **Grades 4-5**

Factual and humorous stories, four on each page. Multiple-choice answers from which students choose the main idea of each story. Thinking Time on each page stimulates students' own writing.

Name
601
Write the number sentence and answer
1. Bill had 62¢ in his piggy bank. He spent 38¢. How much did he have left?
62-38=24
Bill had 24¢ left
2. John saved 81¢. He gave 36¢ to his sister. How much does he have now?
John has ____¢ now
3. Linda had 59¢. If she bought a toy for 19¢, how much did she have then?
Linda has ____¢.
4. Susan put 37¢ in her piggy bank. She took out 8¢. How much does she have left in the bank?
Susan has ____¢ left
5. Mike made 60¢ working for his Dad. He put 26¢ in his bank. How much does he have left to spend?
Mike has ____¢ to spend
12

Math Mysteries

445 **Addition: Grades 1-3**
447 **Addition: Grades 2-4**
446 **Subtraction: Grades 1-3**
448 **Subtraction: Grades 2-4**

Children utilize crayons to make mystery pictures appear in these basic worksheets. **Skills:** *445* sums 2-9; *446* remainders 1-9; *447* sums 6-20; *448* remainders 6-20.

Name
569
A Hard Journey
Would you like to ride in a covered wagon for 2,000 miles? Pioneers who went west did just that. This five-month trip on a prairie schooner was very difficult. During rainy days children had to stay inside their small dark wagons. Clothing had to be washed in muddy rivers. Fuel had to be gathered for cookfires. You might have enjoyed the evening fandangoes. There you could dance to fiddle music and listen to stories. A warm tea might make you dream of home.
1. In the story, the word covered means:
a. closed
b. open
c. only
2. Another word for like is:
a. wash
b. enjoy
c. dark
3. The opposite of inside is:
a. under
b. over
c. outside
4. A word in the story that sounds like grate is:
5. The word you stands for:
a. children
b. a person reading this story
c. a great fire
6. A word in the story that goes with poems and tales is:
a. dark
b. rain
c. stories
7. On the back of this paper write two sentences about the way you travel. Draw a picture of yourself going on a trip.
10

Sequencing

561 **Gr. 1-2**
562 **Gr. 2-3**
480 **Gr. 3-4**
563 **Gr. 4-6**

Events from stories are put in sequential order. *561:* students cut out sentences and paste them in order. *562:* students write sentences in order. *480:* students order events from humorous situations, *563:* sentences are to be numbered in the correct order.

560
Name
The Big Question
Story Title
page ___ to page ___
Read the story. On the lines below make up ten questions about the story. On the back of this paper write the answers in scrambled order. Show the questions to a friend who has read the story. Read one scrambled answer at a time. Ask your friend to pick the question that goes with each answer. How many did your friend get right?
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Total right
Hey! Try and unscramble these!
20

551 Cartoon Comprehension

New concept! Funny stories in comic strip format. Each of the twenty cartoons is followed by five multiple skill questions, plus a bonus activity.

Grades 4-8

Color, Cut and Paste

516 **Body Parts**
517 **Vehicles**
518 **Word Relationships**

Motivating pages help youngsters develop visual and motor coordination and spatial orientation. *516* & *517* cover space and form perception. *518* combines following directions with practice in using words.

Grades K-3

Name
480
A Recipe for:
Banana Split
1 banana
3 scoops ice cream
3 kinds of topping
whipped cream
chopped nuts
cherry
Peel the banana. Slice the banana lengthwise and put it in your dish. Put ice cream scoops on the banana. Spoon a different topping on each scoop of ice cream. You can use chocolate, marshmallow, butterscotch or fruit topping. Put whipped cream on top. Sprinkle on nuts. The cherry goes on the top. Now you can eat your banana split. Mm-m-m!
1 2 3 4 5 6
Put the sentences in order to show how they happened in the box. Write a letter for each number in the answer box.
A. Put the ice cream scoops on the banana.
B. The cherry goes on the top.
C. Use a knife to slice the banana.
D. Nuts are sprinkled on the ice cream.
E. Add the toppings.
F. Peel the banana.
7

560 Super Reader

Perfect for reading follow
Twenty pages of different
Story reports, crossword
word hunts, story and
analysis, letter writing,
& classification, etc.

Grades 3-8

551
Basic Submarine
Oh, no! I really DID lose them this time!
Now I have to tell Mom and Dad I lost my glasses!
1. The main idea of this story is:
a. shopping with brother
b. underwater fun
c. trying on 3 pairs
2. Susie felt:
a. sorry for what she'd done
b. glad she'd changed her mind
c. uneasy
3. Susie turned blue after a:
a. car
b. monster
c. frog
On the back of this paper, write an explanation of

533 **Learning the Alphabet**
534 **Learning Initial Consonants**
535 **Learning Short Vowels**

The secret is in the drawings. Youngsters learn the alphabet, identify sounds of the letters, draw their own pictures, and spell whole words.

Grades K-2

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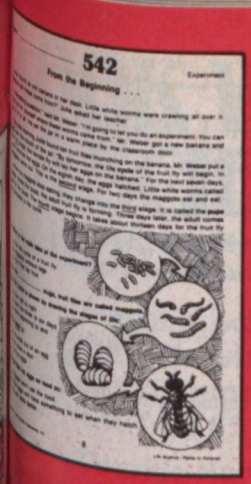


Life Science

541 **Gr. 3-4** 543 **Gr. 5-6**
542 **Gr. 4-5** 544 **Gr. 6-8**

Biographies, experiments, charts, graphs and test pages. Experiments require no special equipment. Comprehension questions follow each selection. Ideal for upper grade students with low reading ability.

Following Directions

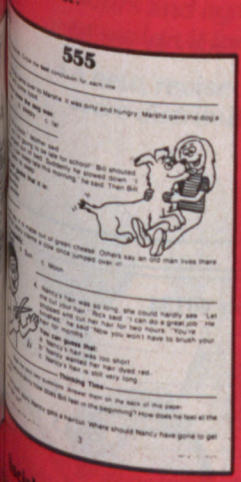
403 **Gr. K-2** 553 **Gr. 3-5**
455 **Gr. 1-3** 554 **Gr. 4-6**
552 **Gr. 2-4**

Reinforces the skill of following written directions. Directions are similar to those found in standardized tests. Directions included in all the books: alphabetical order, circle, underline, true/false, opposites and much more!

Context Clues

Gr. 3-4
Gr. 4-5
538 **Gr. 5-6**
539 **Gr. 6,7,8**

students to understand the of context through the procedure now found in standardized tests. On each three sentences taken story, to be placed in rial order.



Drawing Conclusions

457 **Gr. 2-3** 556 **Gr. 4-5**
555 **Gr. 3-4** 557 **Gr. 5-6**

457 contains simple questions—pictures are matched with sentences. *555, 556, 557:* four stories on each page. Students circle the best conclusions. Thinking Time questions at the bottom of each worksheet.

My First Stories

460 **Level 1** 461 **Level 2**

My Second Stories

492 **Level 1** 493 **Level 2**

Simple reading comprehension for beginning readers. Fun stories with follow-up activities. **Skills:** *460* sequencing, vocabulary development, *461* context clues, *492* and *493* vocabulary development, factual comprehension.

Grades 1-3 (460, 461)
Grades 2-3 (492, 493)

Social Studies—People

Grades 3-4
Grades 4-5
Grades 5-6

about people which will students at all levels. ns in the areas of: main derstanding context, fact vocabulary and drawing ons. Ideal for upper grade s with low reading ability.

Listening Skills

495 **Gr. K-1** 565 **Gr. 3-4**
496 **Gr. 1-2** 566 **Gr. 4-5**
497 **Gr. 2-3** 567 **Gr. 5-6**

A complete listening skills program for grades K-6. *495, 496, 497* have passages, printed in red, for the teacher to read to the students. *565, 566, 567* have passages on separate Teacher's Directions pages.

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___ 447	___ 495	___ 537	___ 551	___ 561	___ 600
___ 448	___ 496	___ 538	___ 552	___ 562	___ 601
___ 455	___ 497	___ 539	___ 553	___ 563	___ 602
___ 457	___ 516	___ 541	___ 554	___ 565	___ 603
___ 460	___ 517	___ 542	___ 555	___ 566	___ 604
___ 461	___ 518	___ 543	___ 556	___ 567	___ 605
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structured fourth grade, Dahl felt the need for a tangible way to communicate to all interested parties—students, parents, and himself—whether or not the children were doing their assignments. Further, he wanted the communication system to reward children with positive accomplishments as well as to encourage the unproductive to change.

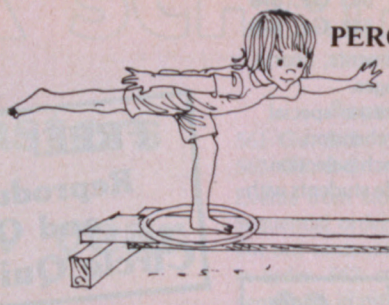
What Dahl came up with is a weekly reporting system that uses pink and blue index cards. Both cards have space for such basic information categories as the child's name, teacher's name, date. The blue card states in addition: "_____is caught up in classwork. Congratulations; keep up the good work." On the pink card, the variant wording reads: "_____ is behind in classwork in the areas of _____." Both cards request a parent's signature and ask that the cards be returned immediately.

After much promotional hype, Dahl handed out the first round of cards—four blue and 24 pink—one Friday. He noted later that even though it *was* Friday, many students took home their textbooks.

During the next semester, blue card holders became eligible for various awards: being named student of the week, going to lunch early, or seeing a film during lunchtime. For "pinkies" who needed extra help, Dahl held afternoon study hall twice a week.

As summer vacation neared, only a handful of pink cards blighted Friday afternoons. The class as a whole had made fine gains in reading, language, and math. A bonus from the program for Dahl himself was that he was kept so busy grading papers to meet his own Friday deadlines that he never had to do schoolwork on weekends. □

"OK, everyone in this house please stand advised that I, Thomas P. Thompson, have this date made a complete fool of myself in sex education class by repeating elaborate stories concerning storks told to me by certain parties residing herein."



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	03 Itty Bittys	$4.95 (36)	$1.50 (36)	
	04 Christmas Pen	29¢ ea.	7¢ ea.	
	05 Colored Leads	39¢ box	9¢ box	
	06 Stick Pens	29¢ set	5¢ set	
	07 Stickers	$1.95 set	30¢ set	
	08 Personalized sets	41¢ set	4¢ set	
	09 Stocking Stuffers	29¢ set	4¢ set	

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Parade of Consonants. Designed to teach children to hear and match sounds that consonants make at the beginning and at the end of words. First through third grade levels.

Parade of Vowels. Designed as a supplement to regular text. Teaches short and long vowels and diacritical markings. First through third grade levels.

Counting on You: The United States Census. Madelyn Klein Anderson. Explains what the census is—its history, purpose, and methods. Addresses the problems of taking a census: finding people, sending materials to everyone, ensuring the returns, and processing and coordinating the data. Discusses the use of census information. Fourth grade reading level. 1980. 96 pp. $7.95. Vanguard Press, Inc., 424 Madison Ave., New York 10017.

The following workbooks are available from Pitman Learning, Inc., 6 Davis Dr., Belmont, CA 94002.

Draw-a-Dozen with Basic Shapes. E. Jane Rossi. Designed to teach children to draw animals. Arranged in order of increasing difficulty. Contains removable sheets. 58 pp. $5.95.

Meet the Metric System. Paul I. Wallach. Discusses measuring and the metric system's superiority over other measurement systems. Covers length, weight, capacity, area, and temperature. Third grade reading level. 1980. 91 pp. $3.32.

Thinking Games 1. Valerie Anderson and Carl Bereiter. Contains 54 skill-building games to give children practice in planning, drawing inferences, formulating questions, and considering possibilities. Includes quiet and active games and games for small groups and entire classes. Designed for ages five through nine. 1980. 73 pp. $5.50.

Thinking Games 2. Valerie Anderson and Carl Bereiter. Contains 64 games that concentrate on number and language skills and complex rule patterns. Includes games for small and large groups. Designed for ages nine through 14. 1980. 73 pp. $5.50.

50 Ways To Maintain Discipline in the Classroom. Therese Johns. Designed to help teachers develop a positive attitude in the classroom so students will see discipline as fun. Provides strategies into three categories: those that can be used with individual students, those that can be used with an entire class, and those that can be used with an entire school. 1979. 50 pp. $3.45. J and J Publishers, P.O. Box 1613, Bellevue, WA 98009.

Let Me Do It! Anne Rogovin. Contains details of more than 300 projects such as making bird feeders, musical instruments, and calendars from everyday items such as cornhusks, salt, cardboard boxes, and paper bags. Contains ideas for noncompetitive games; suggests ways to make puppets and pet stages. Designed primarily for handicapped children but may be used with others as well. 1980. 152 pp. $7.95 (paperback). Lippincott and Crowell/Harper and Row, 10 E. 53rd St., New York 10022.

The Math Machine: Multiplication. Joyce M. Burkes. Colorful flash cards that present multiplication tables in book form. Designed to be an easy

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BORROW BY MAIL

enjoyable way to learn multiplication tables. 1980. $4.95. Liberty Pub. Co., Inc., 50 Scott Adam Rd., Cockeysville, MD 21030.

Music Experiences in Early Childhood. Barbara Andress. Presents a program of musical experiences for young children that focuses on process. Designed to help children set patterns of learning, exploring, choosing, and making judgments about ways they will use and enjoy music. 1980. 198 pp. $9.95. Holt, Rinehart, and Winston, 383 Madison Ave., New York 10017.

The following books are available from Franklin Watts, Inc., 730 5th Ave., New York 10019.

Racquetball. George S. Fichter. Examines the origins of racquetball and the differences between it and similar games. Discusses the basic strokes and techniques and suggests equipment to use. Fourth grade reading level. 1979. 72 pp. $5.90.

Special Olympics and Paralympics. Lorraine Henriod. Discusses the Fifth International Special Olympics for the mentally handicapped and the Paralympics for the physically handicapped. Designed to provide recognition and understanding of handicapped people. Fourth grade reading level. 1979. 72 pp. $5.45.

The Winter Olympics. Frank Litsky. Describes the Winter Olympics from 1924 to 1976. Features tables and statistics on medal winners. Highlights 10 great Olympic athletes. Fourth grade reading level. 1979. 96 pp. $5.90.

A Resource Guide for Parents and Educators of Blind Children. Doris M. Willoughby. Discusses issues such as how blind children learn, how they manage daily life tasks, and how they adapt socially. 1979. 142 pp. $4.95. Natl. Federation of the Blind, 1800 Johnson St., Baltimore, MD 21230.

What's To Eat? And Other Questions Kids Ask About Food. The U.S. Department of Agriculture Yearbook 1979. Discusses humankind's struggles to develop and maintain a reliable food supply from ancient times up to the present and looks at possible future food-supply problems. Includes colorful illustrations; jokes; quizzes; craft ideas; recipes to help enliven the story; and chapters on nutrition, food buying, and gardening. Designed for nine- to 12-year-olds. Stock No. 001-000-04041-3. 1980. 342 pp. $4.50. Supt. of Documents, U.S. Govt. Printing Office, Washington, DC 20402. □

Books

The Classroom Survival Book: A Practical Manual for Teachers by **Margaret Martin Maggs.** New Viewpoints/ Franklin Watts. 192 pp. $9.95; paperback, $6.95.

Teaching School: Points Picked Up by **Eric W. Johnson.** National Association of Independent Schools. 219 pp. Paperback, $8.95.

Every teacher knows that the art of teaching is more than instructing children. Maintaining order, grading papers, filling out forms, and dealing with the public are also functions of almost every instructor. *The Classroom Survival Book* and *Teaching School: Points Picked Up* both suggest some practical methods of dealing with these noninstructional duties.

Margaret Martin Maggs describes teaching as "that magic blend of science and performing art." Her *Classroom Survival* leans heavily on the science, suggesting efficient ways of dealing with papers, students, supervisors, and parents. The book is organized like a text; each chapter includes exercises and homework. Most of the information is so basic that experienced teachers will have arrived at their own solutions to the problems Maggs presents. Still, the questions she raises are ultimately those of accountability, responsibility, and liability—issues that any teacher will need to reexamine from time to time.

The book might particularly help prospective teachers or spark discussion at the faculty lunch table, for Maggs raises many more questions than she answers. She points out "the day-to-day reality of classroom problems" but offers only guidelines rather than solutions. She is careful to remain objective and to stick to generalizations when discussing grades, plans, homerooms, and supervisors. Although her questions may prompt the reader to find answers, she seldom offers them herself.

That Maggs regards teaching as a challenge is perhaps a result of her work in New York City schools. She offers her book as a guide for meeting the challenge realistically.

Instead of focusing on survival, Eric Johnson aims at showing how teaching can be enjoyed. He starts *Teaching School* by suggesting to readers that they "begin school as if [they] had just heard good news." The same upbeat tone permeates the entire book. Johnson discusses reporting, planning, and general classroom management as though they were vital and interesting aspects of education rather than just routines. He does not hesitate to make his opinions known, and he blends general suggestions with pointed examples drawn from his 30 years in Quaker schools.

Order, interest, spirit, and discipline provide the framework (and beginning chapter headings) for Johnson's text, and he stresses the element of humanity in each area while never sounding overly idealistic. No advocate of what open education has come to mean, he clearly believes nonetheless in maintaining close contact with the needs and interests of his students while running a well-ordered classroom.

Heading each chapter are quotations from Abbie Hall's 1891 work, *Points Picked Up*, which proves that Johnson's brand of lively and effective education has been around for a long time. (Johnson explains that of 200 books on teaching he has recently read, Miss Hall's is the one "crisp, readable, practical" book on the subject. He reprints it in its entirety as an appendix.) Howard Coale's illustrations (What teacher has not sailed through the perilous "Straits of November"?) complete a warm, informative, and practical text "for anyone who is teaching, wants to teach, or knows a teacher."

Reviewed by **Christine Kindl,** *English teacher, Homer-Center Junior and Senior High School, Homer City, Pennsylvania.*

The Unexpected Minority: Handicapped Children in America by **John Gliedman** and **William Roth** for the Carnegie Council on Children. Harcourt. 517 pp. $17.95.

The fifth and last report of the Carnegie Council on Children has the potential of raising an emotional as well as a political clamor in the educational establishment. In their analysis of why we treat our disabled citizens as we do, social scientists John Gliedman and William Roth make an important contribution to the war to change social attitudes.

The issue of discrimination, the authors say, encompasses issues ranging from "outright prejudice" against the handicapped through job bias to "well-meaning but destructive misconceptions that exaggerate the true limitations of many handicaps." Offering the view that disabled children are more like other children than different from them, the authors call for the reevalua-

Books

(continued)

tion of the disabled in political terms such as those the civil rights movement embraced.

Gliedman and Roth leave no segment of society untouched in their scathing indictment of the insensitivities many people exhibit in dealing with the disabled. Although they emphasize that they credit professionals, including physicians and educators, with doing far more good than harm to the disabled, they leave the impression that they feel even the "good" has been minimal at best.

Professionals who patronize parents distress both Gliedman and Roth, who say, "We believe that professionals should treat parents as adults," and they encourage parents to stand up for their rights. The chapters entitled "Special Education at a Turning Point" and "The Handicapped Child in School," which suggest that schools stifle intellectual achievement for the handicapped in the name of misguided realism, offer some of the most thought-provoking reading in the book.

The book's weak point in making recommendations about the education of the handicapped lies in the authors' unfortunate advocacy of the voucher system as the way for parents to gain more responsiveness from the schools. The NEA has for some time been on record against the voucher system because of its potential for destroying public education.

Gliedman and Roth call for major changes in public institutions and policies, emphasizing their total advocacy of the rights of the handicapped. While it is difficult to resist their views, implementation of their recommendations would be most difficult, given today's straitened economic circumstances and the drag exerted by traditional ways of thinking. This is not to minimize, however, the importance of *The Unexpected Minority*'s conclusions.

Reviewed by **Georgia L. Gibson,** *special education teacher, Edgewood High School, Atco, New Jersey; NEA director; and chairperson, Committee on Special Education of both NEA and the New Jersey Education Association.*

The ABCs of Literacy by **Stephen N. Judy.** Oxford. 361 pp. $15.95.

Writing for a general audience of parents, administrators, and teachers, Stephen Judy, former editor of the *English Journal*, attempts to sell, in the disenchanted, pragmatic 1980's, ideas generated in the turbulent sixties and early seventies. He urges a "major overhaul of the aims and methods of literacy instruction."

Thoughtful and informative chapters describe the misuse of standardized test scores and the well-meaning but misguided calls for teaching the "basics" and establishing minimum competencies (which all too frequently become *maximum* competencies). Judy uses these discussions to prepare the ground for his presentation of "dimensional literacy" education, an approach which, he says, will identify and teach the competencies that young people need in order to function well in the world of today and tomorrow.

He proposes that we think forward to what we want our schools one day to be and then work step by step toward our goals, doing now what we can do within the present school framework. He includes unit plans and reading lists—elementary and secondary—that teachers will find useful whether or not school districts ever try to implement Judy's overall plan.

Judy's utopian school is interdisciplinary, ungraded, individualized, and richly fed by community interests and resources. It seems a world away from today's reality, which is defined at least in part by parents who want the schools to supervise their children closely, teach them how to get high *Scholastic Aptitude Test* scores, and ensure that they write papers without errors in spelling or grammar. Such *real* schools reflect the community's interest in keeping children occupied until they are old enough to work or go to college—at the least possible expense to the community.

I am afraid that *The ABCs of Literacy* is a book out of its time—whether behind or ahead, I cannot say.

Reviewed by **Joyce S. Rocks,** *English teacher, Langley High School, McLean, Virginia.*

Censors in the Classroom: The Mind Benders by **Edward B. Jenkinson.** Southern Illinois. 184 pp. $12.50.

While its message is laudable and important, *Censors in the Classroom* is so dominated by dull, repetitious quotations that most people will never finish reading it. For the book not to be read, however, would be a shame, because Americans need to learn of the threat to their intellectual freedom and of the myriad real and would-be censors among us. Every school and pu library should own this book, and e teacher should read at least parts to learn just what the censors attacking in their drive to "pu America.

Jenkinson lets the censors speak themselves, quoting endlessly from cal newspapers and from the publi tions of the more than 200 organ tions that would censor offerings in schools today. The censors' styles, however, are as lamentable their goals. Still, they often succe and that is frightening. For example, Coffee County, Tennessee, sch board approved the removal of *D Along the Mohawk* from an assig reading list because the book incl the words *damn* and *hell.* That w 1976!

The best parts of *Censors in Classroom* come toward the end, w Jenkinson, still objective, adds a comments of his own. The most imp tant point he makes is that censors not stand the light of publicity; they most effective (I think most danger when they are simply a few individu getting a book banned from a sch without anyone else's knowing abou This happens because some admin trators (too many, in my opinion) will fight alone to uphold academic dom. (In fact, too many administrato in my view, seize on parental complai to do a little censoring in line with own prejudices.) When the censo must make their cases openly, howeve as in public hearings or courtroom ments, they usually end up with a de sion that is in favor of academic fre dom.

Teachers who think, as I did before reading this book, that an attempt censorship will never be made on the should think again. Jenkinson includ a clipping about censorship from a about every part of the country. Many them are so foolish as to be comic. you find that the offending book actually removed from the school, spoiling the joke.

Consequently, my advice to teacher is to read as much of the book as the can bear. They should skim the rest two-thirds to get to the chapter on "The Student's Right To Know and the Teacher's Right To Teach" and the fol lowing chapter on protecting these rights.

It's important.

Reviewed by **John M. Gray,** *chairman, English Department, Nauset Regional High School, North Eastham, Massachusetts.*

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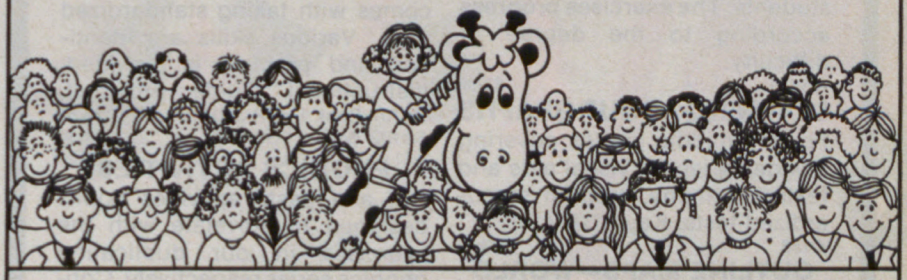

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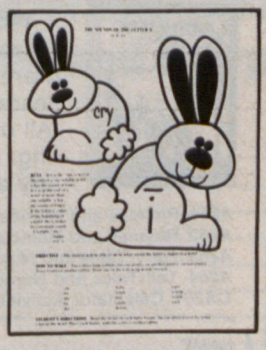

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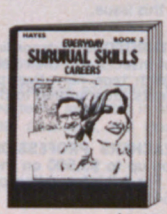

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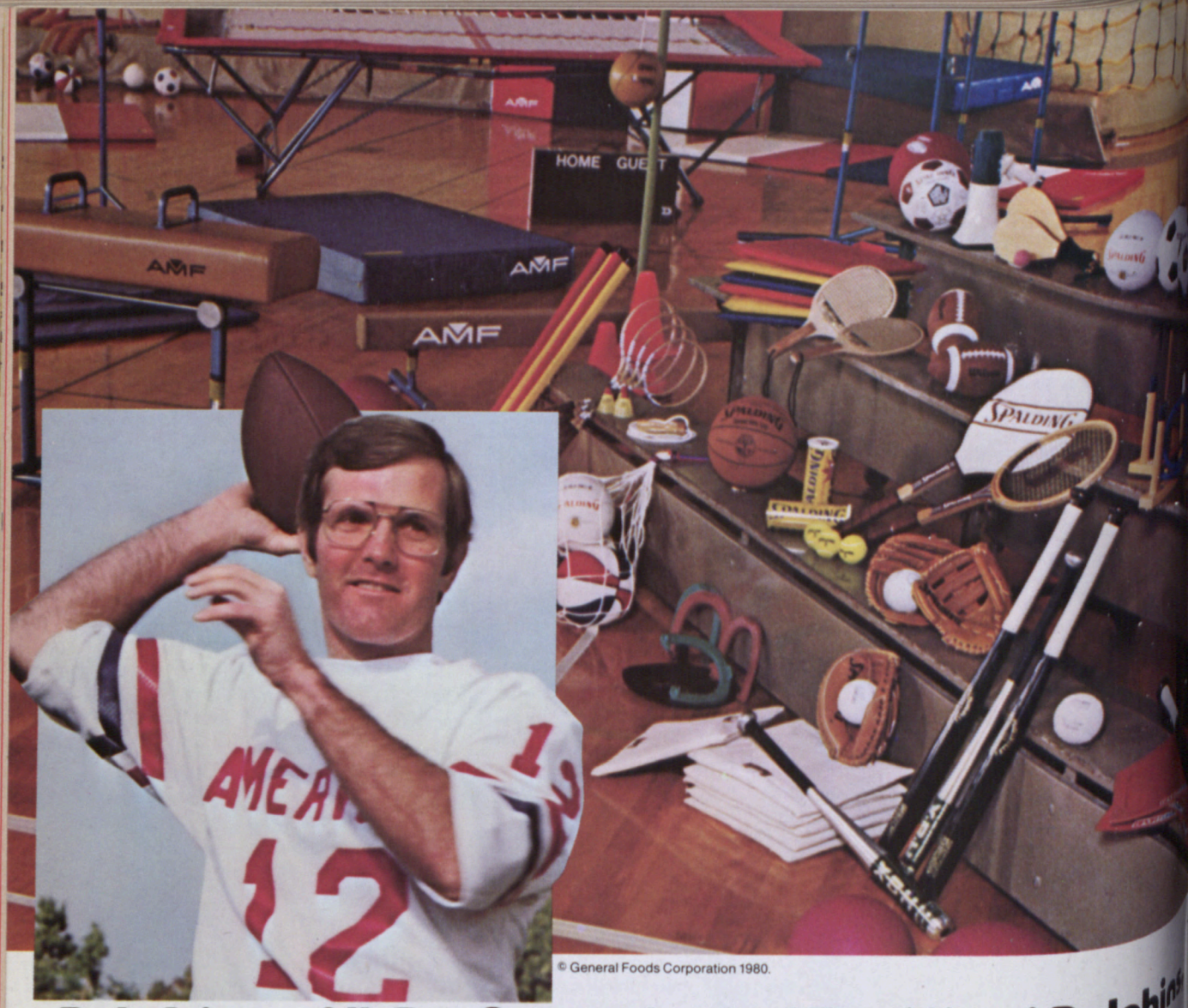

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